DOCUMENT RESUME

ED 373 024 SP 035 195

AUTHOR	Middleton, E., Ed.; And Others
TITLE	Recruitment and Retention of Minorities in Teacher Education: Performance Assessment. Proceedings of the National Conference (7th, Lexington, Kentucky, January 17 - 19, 1993).
INSTITUTION	Kentucky Univ., Lexington. Center for Professional Development.
PUB DATE	Jan 93
NOTE	149p.
PUB TYPE	Collected Works - Conference Proceedings (021)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Black Teachers; Communication Skills; Early Childhood Education; *Educational Assessment; *Educational Innovation; Elementary Secondary Education; Ethnic Groups; Higher Education; *Minority Group Teachers; Performance Factors; Preservice Teacher Education; Special Education; Teacher Education; *Teacher Persistence; *Teacher Recruitment; Teacher Shortage; *Teaching (Occupation)
IDENTIFIERS	*Diversity (Faculty); Illinois; South Carolina; Texas

ABSTRACT

This conference proceedings monograph presents 20 papers describing initiatives that deal with the recruitment and retention of minorities in education. Papers have the following titles and authors: (1) "Recruitment and Retention of Minority Scholarship and Grant Recipients: Identifying Successful Models" (Teresa Unseld); (2) "An Early Intervention Model...Addressing Academic, Social, and Identity Issues that Affect the Advancement of African-American Students" (Anona P. Smith); (3) "Assessing an Afrocentric Approach to Mentoring" (Gwendolyn Webb Johnson; Clara Y. Young); (4) "Minorities Interested in Teaching Conference: A Response to the Shortage of Minority Teachers" (Patricia J. Larke and others); (5) "Out in the Breeze" (Darnell Jones); (6) "Assessing Student Communication Skills for the 90's Workplace: A NASA Case Study" (Karen Webb); (7) "A Collaborative Approach to Recruiting and Retaining Minorities in Teacher Education" (Brenda Pitts Haynes); (8) "Why the Disappearance of Afro-American Educators?" (Evelyn Blanch); (8) "Minority Teacher Recruitment and Retention in Early Childhood Exceptional Education" (Toni Jones, Lee Allen); (9) "Training Teachers for Diversity: A Model for Preparing and Retaining Minority Student Teachers" (Norvella Carter); (10) "Retention of African American Students in Higher Education" (Patricia Dardaine-Ragguet and others); (11) "Education and Corporate America: Policies and Practices that Impact the Recruitment and Retention of Minorities in Education" (Anne Dowling); (12) "Public School/University Partnerships: A Descriptive Assessment" (Glen Allen Doston, Samuel Hylton Bolden); (13) "Minority Mentoring—Can We Read Between the Numbers?" (Hugh P. Martin, Margaret Miller); (14) "Developing an Effective Collaborative Model for Recruitment and Retention of Minority Teachers in Texas Higher Education" (Emmanuel Nwagwu, Irvine Epps); (15) "Minority Recruitment Initiatives of the South Carolina Center for Teacher Recruitment" (Jacqueline Stanley, Terita Gusby-McCauley); (16) "Recruiting for a Better Tomorrow" (Betty Cox, Flora C. Hopkins); (17) "Pump It Up: Mathexcels—Increasing Minority, Appalachian, and Female Students" (Alan Zollman, Michael Freeman); (18) "Training Ethnically Minority Teachers: Performance Assessment of Graduate Projects at Illinois State University and Northeastern Illinois University" (Miryam Assaf-Keller, Rita Brusca); (19) "Abstract Premises" (Cornell Thomas); and (20) "A Study of the Relationship Between Noncognitive Variables and Performance on the Pre-Professional Skills Test" (Carol Maurice McClain). (LL)

ED 373 024

Recruitment and Retention of Minorities in Education

"The Recruitment and Retention of Minorities in Teacher Education: Performance Assessment"

Proceedings of the Seventh National Conference

January 17 - 19, 1993

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it

☐ Minor changes have been made to improve reproduction quality

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL IN **OTHER THAN PAPER COPY** HAS BEEN GRANTED BY

E. J. Middleton

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Edited by

Middleton, E., Bickel, F., Mason, E., Jones, D.,
Stilwell, W. and Frederick, A.

University of Kentucky
Lexington, Kentucky

SP035145

BEST COPY AVAILABLE

Sponsoring Organizations

American Association of Colleges for Teacher Education
Fayette County Education Association
Kentucky Council on Higher Education
Kentucky Education Association
Delta Sigma Theta Sorority, Inc.
Alpha Kappa Alpha Sorority, Inc.
University of Kentucky
  College of Education
  The Graduate School
  Minority Affairs

BEST COPY AVAILABLE

Recruitment and Retention of Minorities in Education

"The Recruitment and Retention of Minorities in Teacher Education: Performance Assessment"

Proceedings of the Seventh National Conference

January 17 - 19, 1993

Edited by

Middleton, E., Bickel, F., Mason, E., Jones, D.,
Stilwell, W. and Frederick, A.

Center for Professional Development
College of Education
University of Kentucky
Lexington, Kentucky
© 1993

Acknowledgments

We approach planning for this conference with the intent to provide a forum for the exchange of information and ideas between people who are concerned about the negative impact of too few minority teachers in our public schools. It is important to us that each participant gain as much as possible in the brief time that they are in attendance. We are conscious of the number of innovative and effective initiatives toward recruiting and retaining minorities in education and are pleased to provide a showcase for these.

There are several organizations that have generously contributed to the sponsorship of the conference. These are listed on a previous page. Support for the conference may take forms other than financial assistance, such as publicizing the conference, helping to locate effective speakers, even providing speakers. We would like to repeat our appreciation for these organizations.

As the conference opens and the sessions begin, the planning committee always heaves a collective sigh of relief. The planning committee does a tremendous amount of work preparing the conference, working behind the scenes and receiving little or no recognition for the work that they do. There are dozens of small details that must be attended to if the conference is to be a success. The committee meets frequently to monitor the progress of the planning and to attend to these details. The members of the committee for the 1993 conference were: Frank Bickel, Lauretta Byars, J. John Harris, III, Art Harvey, Wayne Harvey, Judy Johnson, Anita Jones, Deneese Jones, Emanuel Mason, Ernest Middleton, Renee Aniton Morgan, Elizabeth Nelli, Juanita Peterson, Roy Peterson, William Stilwell and Teresa Unseld. It should be pointed out that this group takes on the planning responsibilities in addition to their regular assignments; typically workloads are not reduced to accommodate their work on the committee. Those who attend and enjoy the conference need to know those responsible for making it work.

Frank Bickel

Contents

The Recruitment and Retention of Minority Scholarship and Grant Recipients: Identifying Successful Models
Teresa Unseld 1

An Early Intervention Model . . . Addressing the Academic, Social, and Identity Issues that Affect the Advancement of African-American Students
Anona P. Smith 6

Assessing An Afrocentric Approach to Mentoring
Gwendolyn Webb Johnson, Clara Y. Young 12

Minorities Interested in Teaching Conference: A Response to the Shortage of Minority Teachers
Patricia J. Larke, Gail Taylor, Felicia G. James, Sabrina Washington 22

Out in the Breeze
Darnell Jones 29

Assessing Student Communication Skills for the 90's Workplace: A NASA Case Study
Karen Webb 32

A Collaborative and Comprehensive Approach to Recruiting and Retaining Minorities in Teacher Education
Brenda Pitts Haynes 37

Why the Disappearance of Afro-American Educators?
Evelyn Blanch 45

Minority Teacher Recruitment and Retention in Early Childhood Exceptional Education
Toni Jones and Lee Allen 49

Training Teachers for Diversity: A Model for Preparing and Retaining Minority Student Teachers
Norvella Carter 56

Retention of African American Students in Higher Education
Patricia Dardaine-Ragguet, Sonja M. Deist, Duvon G. Winborne 64

Education and Corporate America: Policies and Practices That Impact the Recruitment and Retention of Minorities In Education
Anne Dowling 75

Pulblic School/University Partnerships for the Recruitment and Retention of Minorities in Teacher Education: New Programs, A Descriptive Assessment
Glen Allen Doston and Samuel Hylton Bolden 81

Minority Mentoring---Can We Read Between the Numbers?
Hugh P. Martin and Margaret Miller 92

Developing An Effective Collaborative Model for Recruitment and Retention of Minority Teachers in Texas Higher Education
Emmanuel Nwagwu and Irvine Epps 98

Minority Recruitment Initiatives of the South Carolina Center for Teacher Recruitment
Jacqueline Stanley and Terita Gusby-McCauley 104

Recruiting For a Better Tomorrow
Betty Cox and Flora C. Hopkins 111

Pump It Up: Mathexcels Transforming a Filter into a Pump--Increasing Minority, Appalachian, and Female Students
Alan Zollman and Michael Freeman 113

Training Ethnically Minority Teachers: Performance Assessment of Graduate Projects at Illinois State University and Northeastern Illinois University
Miryam Assaf-Keller and Rita Brusca 119

Abstract Premises
Cornell Thomas 124

A Study of the Relationship Between Noncognitive Variables and Performance on the Pre-professional Skills Test
Carol Maurice McClain 130

The Recruitment And Retention Of Minority Scholarship And Grant Recipients: Identifying Successful Models

Teresa S. Unseld
University of Kentucky

INTRODUCTION

The success of any program is dependent on the avoidance of past pitfalls and the prevention of future ones. Sharing and examining the successes and failures is necessary for growth and survival. University academicians directing and supervising minority recruitment and retention programs can strengthen them through the involvement of professional opportunities which address the multi-faceted concerns impacting university minority recruitment and retention.

"The Recruitment and Retention of Minority Scholarship and Grant Recipients: Identifying Successful Models" seeks to identify conditions and issues which impact the university recruitment and retention of minority scholarship and grant recipients. Personal and professional experiences and perspectives is shared by the author who is currently chairing a university art scholarship program. This annual scholarship which began in 1989, is offered to African Americans who plan to major in art at the University of Kentucky.

THE RECRUITMENT AND RETENTION OF MINORITY SCHOLARSHIP AND GRANT RECIPIENTS: IDENTIFYING SUCCESSFUL MODELS

Identifying conditions and issues that impact the recruitment and retention of university-bound minority art scholarship recipients became a priority after state-wide publicity efforts failed to bring in one application by a three month deadline. The need to focus on retention efforts was reinforced with the evidence that the majority of the scholarship recipients were not academically succeeding. Half of the recipients dropped out of the program during their first two years due to their inability to maintain the required GPA of 2.5. Various issues will be discussed as they relate to factors that involve the planning, selection and retention of minority scholarship recipients in higher education. The term "scholarship" refers to monetary grants and funding awarded to traditional, first-year college freshmen students.

PLANNING THE SCHOLARSHIP PROGRAM

Planning for a successful scholarship program which targets minorities begins with the support of the administration, faculty and staff. When the program is received positively and is given priority, the university demonstrates a commitment to the recruitment and retention of minorities in higher education. Steps to consider when planning the scholarship program include:

Establishing the Committee

Appointing a committee responsible for the planning and general supervision of the scholarship program is an important first step. Committee members should demonstrate a commitment to the program's goal, be a "team player" and represent facets of the population which impact the program such as the public schools, churches and community art programs. Ideally, committee members should represent the cultural and racial makeup of the population targeted for recruitment.

Determine the Agenda

Although the mission of a scholarship program would appear to be obvious, establishing an understanding of the program's mission can serve as a guide to maintaining an agenda that is on track and compatible with the program's mission. An effective agenda includes the stages, tasks, and activities involved with the recruitment and retention of scholarship recipients. To assure committee productivity, the number of committee meetings should be limited to a minimum with set agendas and prepared distribution of duties for each member.

Determine the Time Table

Timely publication of all correspondence is crucial to the successful recruitment of students. In addition to application forms and student statements, art scholarship applicants with studio backgrounds are usually required to provide a portfolio or slides of their original art work. African American students graduating from secondary art programs that lack adequate art facilities and/or instruction, often need additional time and assistance to prepare and develop a portfolio or slide presentation. Scholarship programs may want to include in their information packet, information on how to prepare a portfolio or slides in language that is easy for all students to understand. Delays that prevent students from receiving applications and related correspondence on time can be avoided if scholarship programs develop timetables that are attentive to university and public school calendars. Scholarship information that arrives to students during major holiday breaks can result in costly delays for any scholarship program.

Recruitment of Targeted Population

After determining the target population for the scholarship, the program must then decide which specific components of the targeted population are to be included in the mailing list. Periodic examination and updating of the mailing list is imperative if scholarship programs wish to effectively access the population. Eliminating addresses that are no longer serviceable can reduce mailing costs and therefore, be cost effective for the program. Attention should be given to include all community and university programs which impact the university scholarship programs. In addition to the public schools and school boards, community youth and recreational centers and civic organizations are excellent recruiting grounds for university recruiters. Attention should be given to include all university programs that impact the scholarship program such as minority affairs, the Black student organization, students affairs, the student teaching program, and recruiting programs. High school students visiting the campus is an opportune time to place scholarship applications directly into the hands of interested students.

Timely Review of Application Forms and Publicity Materials

All scholarship correspondence and information are representative of the scholarship program and the university. Poorly written flyers and applications that contain spelling and grammatical errors reflect poorly on the scholarship program and the university.

SELECTION OF SCHOLARSHIP RECIPIENTS

The selection process is only as fair and reliable as the criteria set by the scholarship committee. Flexibility is also an important factor to be considered in selecting of minority scholarship recipients. As stated previously, minority applicants for art scholarships may or may not attend secondary schools equipped with adequate art facilities. In addition, students who apply with poor writing skills often possess tremendous artistic ability. Because the potential for success is not always reflected in a composite score or grade point average, teachers, counselors, coaches, and community leaders can often speak to the hidden strengths and potential of minority students. These issues support the necessity for scholarship programs to establish policies that provide exceptions for students who exhibit potential for success yet do not meet other eligibility requirements.

When the selection of a recipient requires the approval from other governing areas within the university, the approvals need to be in place *before* the recipient is notified. Programs should never assume or take for granted that the selected recipient will receive all of the required approvals. The next step is to inform the recipient (personally or via telephone) of the selection and to verbally receive his or her acceptance before sending an official letter awarding the scholarship to the recipient. The award letter should be signed by the department's chair or other university official of the program. Letters should also be sent to the applicants who were not awarded scholarships. Tact, professionalism and encouragement should be reflected in the letters received by the applicants. Enclosing information on the university's academic programs and available financial aid is highly recommended.

Conducting successful interviews of selected recipients is a component of the scholarship program that has direct impact on successful retention of minority recipients. For first year incoming freshmen, it is highly recommended to conduct the interview with the parents or guardians present. Here the committee has an opportunity to explain the conditions of the scholarship, provide information on academic and financial support resources available and to address any questions or concerns the parents and recipient may have.

Publicizing the selected recipients and presenting the award in a ceremony or special program, affords the university of another opportunity to demonstrate its commitment to recruiting talented minority students. Community and university media coverage can also serve to expand the reputation and visibility of the scholarship program.

RETENTION OF SCHOLARSHIP RECIPIENTS

Of the three areas discussed so far, retention of minority scholarship recipients is probably the most neglected area of the scholarship program. Too often, the mission of the scholarship program does not extend beyond the successful recruitment of applicants. As a result, students in need of academic intervention do not receive assistance, or if they do, the help often comes too late. In order to ensure the success of recipients, several safeguards are offered:

Require interviews of recipients and parents before accepting the scholarship

By participating in the interview, the recipient, parents and the program committee all confirm their commitment to the success of the scholarship program. Parents and recipients are encouraged to communicate through an assigned contact committee member for any concerns they may have regarding the individual recipient or scholarship program. The interview also sends a powerful message of genuine concern and commitment to the well-being and academic success of each scholarship recipient.

Oversee the academic advising of recipients

Every effort should be made to place scholarship recipients with committee members or faculty committed to the goals of the scholarship program. Establishing periodic student advising provides the program with immediate access to the overall progress of recipients. Of vital concern is the need for early intervention should students encounter academic difficulties. Faculty advisors must be willing to employ a variety of communication tactics and methodologies if the goal is to reach minority students who find it difficult to admit that they are experiencing academic difficulties and need assistance.

Arrange opportunities for recipients to meet faculty and fellow recipients

Opportunities to provide a nurturing, secure and caring environment contribute to the success of student retention in scholarship programs. Recipients must be able to assimilate personally, socially and academically into campus life. Social opportunities for faculty to meet, get acquainted with and "touch bases" with students can be most inviting and welcomed. Informal, "pizza" study sessions can assist students in their development of good study skills within relaxed settings. These opportunities also provide scholarship recipients with an opportunity to meet fellow recipients, thus establishing a valuable student support system.

SUMMARY

The recruitment and retention of minorities through scholarships offer additional challenges for university and faculty responsible for the program's planning and implementation. One of the major obstacles to the successful retention of minority students, is the tendency to view minority scholarship recipients as students who do not warrant additional assistance once they are enrolled as university students. Universities make a serious error to assume this fallacy of scholarship recipients and even more so for minority scholarship recipients. Strengthening scholarship programs for minority students calls for an aggressive implementation of successful recruiting and retention procedures. Unless such reform is implemented, scholarship programs which are intended to serve minority students by opening doors will, in fact, become a "revolving door".

References

Banks, J. A.(1987). *Teaching strategies for ethnic studies*. Boston: Allyn & Bacon.

Young, B. (1990). *Art, culture, and ethnicity*. Reston, VA: National Art Education Association.

An Early Intervention Model: Addressing The Academic, Social, and Identity Issues That Affect The Advancement Of African-American Students

Anona P. Smith
North Carolina State University

Introduction

The purpose of this presentation is to delineate the elements of a model that addresses those variables which have been found to augment the social and educational success and survival of African-American students after enrollment in a predominantly white institution (PWI). The literature supports this model's premise that students who (1) have a positive attitude toward their ethnic identity, (2) feel a part of and can identify with their environment, and (3) are empowered with the necessary coping strategies to persist...adapt best and advance through the system (Gibbs, 1973, 1974; Loo & Rolison, 1986; Taylor, 1986; Tracey and Sedlacek, 1987; Sedlacek & Brooks, 1976). The aforementioned variables— racial identity attitude, social comfort level, and academic persistence— have been found to be essential to the advancement of African-American students at PWIs. The College of Education and Psychology supports the policy that is to instill in its students a sense of self-worth, and understanding of who they are and what that represents, and the coping mechanisms to persist in an environment where they can survive and succeed. This transition and retention model calls for early intervention while the students are in high school, and before and after entering college.

Model

The Early Intervention Model, which was designed incorporating new and existing programs, has three major components at the: (1) Pre-College Level, (2) Transition Level, and (3) College-Based Support Level.

Pre-College Component

The College of Education and Psychology (CEP) is committed to supporting outreach programs designed to attract African-Americans to the teaching profession. These programs and opportunities that are available to high school students are deemed essential in bridging the gap between high school and collegiate level readiness. The most intensive intervention at the high school level is the Leadership Institute for African-American Youth.

The Leadership Institute for African-American Youth is an invitational precollege program for approximately 30 rising juniors from across the state. The Institute deals with leadership, cultural, educational, and social development. Participants attend a daily microcomputer workshop and leadership workshop. The Leadership component consists of:

- Race Relations
- Self Knowledge
- Early Networking and Mentoring
- African-American History
- Current and Critical Issues Facing African-American Young Adults

Other programs and opportunities available to high school students interested in pursuing careers in teaching include 1) Statewide and college-based scholarships, 2) Spend-a-Day-at-State, 3) Future Teachers of America Club Visitations, and 4) Math and Science Education Network-MSEN.

Transition Component

The African-American Symposium /Orientation is for all entering African-American freshmen at NCSU. The Symposium/Orientation is a function of the Provost Office and Office of African-American Student Affairs. The one and a half day africentric program was designed to help students explore identity issues, learn survival skills, and begin building their personal campus support network. The Symposium/Orientation consist of concurrent workshops, presentations, and open discussions.

On-Campus Support Component

The Office of African-American Student Services provides individualized counseling, advising, and student development activities at the college level. All entering African-American freshmen are required to take a Freshmen Advancement Seminar (MDS 101/102). Special emphasis is placed at the freshmen level to empower them early on with the necessary coping strategies that will enable them to have a positive and productive educational experience at NCSU. The main services provided in this component are:

- Advise and counsel students
- Coordinate support programs
- Monitor and assess academic performance
- Coordinate monthly "Speaker Forum"
- Develop monthly news flyer—NEWSNOTES
- Develop newsletter each semester—VISION

- Advise Student Advisory Council
- Instruct Freshmen Advancement Seminar

Assessment

Many of the aforementioned programs and services were established at different periods of time. Assessment began with the 1987 freshmen cohort because they had the opportunity to participate in each component of the model. The following data supports the basis of the College's work with regard to the retention and advancement of African-American students in this College.

The African-American students in this College have consistently outperformed African-American students in other Colleges on this campus. At the end of Fall '92, the African-American students in this College academic performance exceeded the entire student body's performance at each classification level, except for the seniors (see Chart I).

Although the graduation rate for African-American students at NCSU has been steadily improving, the largest percentage of African-American students still graduate after their 5th and 6th year. The African-American students in this College are advancing and graduating in a timely manner, as compared to the NCSU and national graduation rate averages (see Chart II).

As mentioned earlier, extra emphasis is placed on monitoring the academic performance of entering freshmen. The African-American freshmen in this College grade point averages have steadily improved each year:

1990-1991	2.75
1991-1992	2.88
Fall of '92	*2.81

The grade point average of the 1992 African-American freshmen cohort as of the end of Fall '92 was *3.01. The African-American freshmen in this College had the highest grade point average of NCSU African-American freshmen (see Chart III).

Conclusion

Much consideration is being given to the development of a pre-college component designed to target African-American males. A collaborative effort will also need to be established between the recruitment efforts of the College and the Math and Science Education Network-MSEN. It is imperative that the College continue to attract, retain, and graduate African-American students from this College to serve as productive role models in the community.

*One student in the 1992 freshmen cohort has transferred to the College of Engineering, allowing for the GPA differentiation.

Chart I

CEP African-American Student Academic Profile (end of Fall '92)

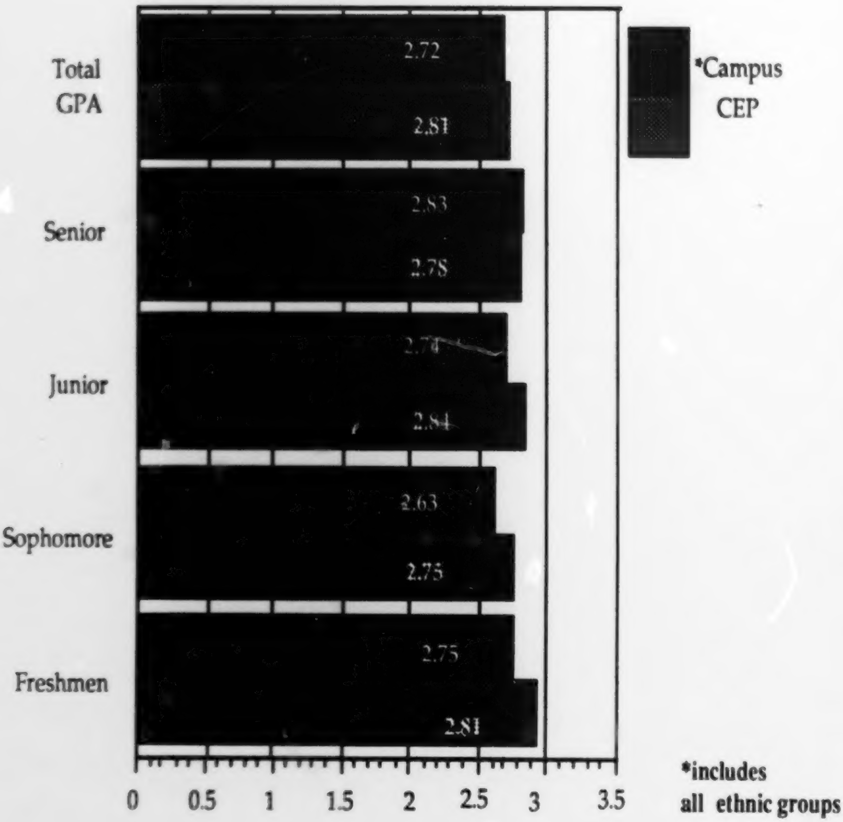
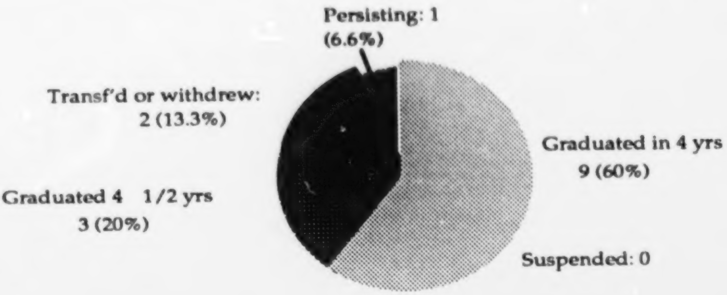
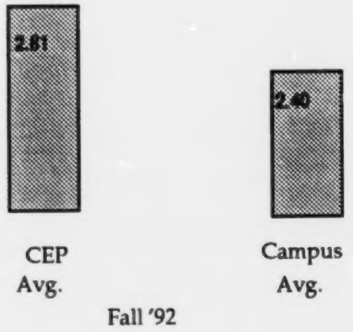


Chart II


1988 Freshmen Cohort: N = 15

80% have graduated

Chart III


Comparison of African-American Freshmen GPA's for the Fall of '92

References

Cross, W. (1978). The Cross and Thomas Models of Psychological Nigrescence. Journal of Black Psychology, 5, 13 - 19.

Gibbs, J. (1973). Black Students/White Students: Different Expectations. Personnel and Guidance Journal, 51, 463 - 469.

Gibbs, J. (1974). Patterns of Adaptation Among Black Students at a Predominantly White University: Selected Case Studies. American Journal of Orthopsychiatry, 44, 728 - 740.

Loo, C. & Rolison, G. (1986). Alienation of Ethnic Minority Students in a Predominantly White University. Journal of Higher Education, 57, 58 - 77.

Taylor, C. (1986). Handbook of Minority Student Services. Madison: NMCC, Inc.

Tracey , T., & Sedlacek, W. (1987). Prediction of College Graduation Using Noncognitive Variables by Race. Measurement and Evaluation in Guidance, 177 - 183.

Assessing an Afrocentric Approach to Mentoring and Retaining Culturally Diverse Students in a College of Education

Clara Y. Young and Gwendolyn Webb Johnson
Illinois State University

Afrocentric thought or curriculum development in PreK-12 or higher education is often a misunderstood and/or ignored concept in the professional literature. Educators who are misinformed often criticize Afrocentrism as a movement to promote separatism, teach hatred, or ignore multiculturalism. Afrocentrism, however, fits into none of these categories. Asante (1991) offers Afrocentric thought as a component of multiculturalism grounding itself in a historical and cultural context that builds upon the foundations of an African center.

In the African-American community the articulation of Afrocentric style is rooted in what Nobles (1980), Akbar (1985) , and Mibiti, 1976 refer to as, "We are, therefore, I am." or "I am, because we are." The importance of collective community efforts creates the basis for survival. Affective interaction within the culture and these efforts is of the highest value. As a result, a retention program, rooted in mentoring, has targeted the use of dimensions of African American culture to facilitate retention efforts in a College of Education.

While some educators (Ravitch, 1990; Martel, 1991) clearly misunderstand some of Afrocentricity's (Asante, 1989) edicts and its advocates, an Afrocentric thought has also at its root the evolution of a process to incorporate the cultural, cognitive and affective "style" of African American people. Afrocentric thought has been one of the key components to the development of future educators who participate in a retention program for culturally diverse students in the College of Education at a predominantly European American Midwestern University. This paper assesses the mentoring and retention strategies utilized in a retention program grounded in Afrocentric thought.

Cultural Foundations

Proponents of Afrocentrism are dedicated and committed to improving the education of African American youth in America's schools. Afrocentrists like

Asante (1991) contend that a "complete restructuring of *every* segment of American education, is necessary. Toward that effort institutions of higher learning may profit from close examination of retention efforts. The changing demography of schools in the 21st century will demand a change in teacher preparation programs and the assessment of those programs. An Afrocentric approach emphasizes the importance of "man to man" orientations within interactions (Nichols, 1976). This orientation has been a successful retention strategy for culturally diverse students.

Nichols, (1976) developed a model for examining the philosophical aspects of cultural differences between Euro-Americans and African Americans. He postulated that the damage in the educational system occurs because many educators fail to recognize important cultural differences between these two groups. These differences present cross-cultural problems because youth from one ethnic group are expected to employ problem solving strategies considered of value or "supreme" by another group.

The first area of his model highlights the axiology of a group, the differences in the values individuals possess. For example, Euro-Americans axiological referent has been identified as "Man to Object." The highest value lies in the object or the acquisition of the object, be it land, work, time or money. African Americans' axiological referent is "Man to Man." The highest value lies in the interpersonal relationship between persons. One seeks to interact and understand the social environment (Nichols, 1976).

Dimensions of African American Culture

Boykin (1983) identified nine interrelated dimensions characteristic of African-American cultural life. The interactions of African-Americans have often been stereotyped to represent a caricature of persons who (a) believe in voodoo and evil spirits, (b) can only sing and dance well, (c) are too emotional, (d) will kill someone over a loved one, (e) do their own thing in a 'bad' way, (f) talk ugly and (g) are never on time for anything. The cultural experience of African-Americans, however, is based in the spirituality, harmony, movement, verve, affect, communalism, expressive individualism, oral tradition, and social time perspectives of ecological interactions.

These nine dimensions objectify the essence of African-American interactions. They are linked to traditional West African cultural ethos. Boykin (1986) reports that an array of scholars (Gay, 1975; Akbar, 1976; Hale, 1980, 1982; Jackson, 1976) have "converged on the specification and delineation" of African-American cultural expression. While African culture has not remained fully intact with the "intrusions of racism and oppression, and the necessity to function for 300 years within the American social context," (Obgu, 1985, p. 40) researchers contend that evidence of behavioral practices consistent with West African traditions do abound and are witnessed within African-American family life and impacts upon school life (Hale-Benson, 1980,1986; Shade, 1986, 1989; Shade and Edwards, 1987; Boykin and Toms, 1985; Holliday, 1985; Smitherman, 1977; Kunjufu, 1984; Hilliard, 1976, 1988, 1991a, 1991b).

Boykin and Toms (1985) contend that African-American culture is not overly socialized in the conventional teaching of its components. African-American cultural socialization is not pragmatic, it is culturally conditioned. The cultural motifs are passed on through a 'tacit' cultural process. African Americans develop modes, sequences and styles of behavior through day to day encounters with significant others. "These habitual forms are acquired through an unarticulated process." (p. 43).

Retention Program Update

The Retention Program for culturally diverse students in the College of Education, at Illinois State University began in November of 1991. Culturally diverse doctoral students within the college were concerned about the retention status and efforts made toward culturally diverse undergraduate students. As a result, a committee was formed to assess the College's efforts in the area of retention. This committee's efforts evolved into the College of Education's "Retention Program for Culturally Diverse Students." This program developed a conceptual model of mentoring based on Afrocentric thought (Johnson and Young, 1992).

Mentoring research is dominated by discussions and assessment of programs designed for teacher induction, and teacher improvement (Bey, 1992; Neal, 1992; Odell, 1992; Rieman, Head, Theis-Sprinthall, 1992; Wolfe, 1992). These efforts focus on mentoring for the purpose of developing teachers and encouraging them to remain in the field. However, in order for teachers to reach induction, they must first complete teacher education programs. This is a crucial dilemma for culturally diverse sudents, especially for those who are African American. Between 1977 and the mid-1980s, the number of African Americans receiving bachelor degrees in education decreased by nearly one-half in the Southern Regional Educational Board where two-thirds of all African American teacher education graduates in the United States earn their degrees (Triplett, 1991. Such information, has been modeled for use in the retention program. The present assessment, therefore examines whether as a result of receiving mentoring and participating in the retention program, undergraduates are more knowledgeable, and academically successful in their respective teacher education programs.

The mission statement of the retention programs states:

> The College of Education Retention Program is committed to providing information and support to students from culturally diverse backgrounds who have chosen education as a major at Illinois State University. We strongly believe that the teaching and administration forces in America's schools will be enhanced and fortified by the diversity, skills and enthusiasm offered by people of color. We also believe that the entire education community will be better able to embrace the challenges of a changing society through awareness and education on issues of diversity. (Adopted January, 1992).

The conceptual model for the Retention Program for Culturally Diverse Students that have identified Education as a major is comprised of three components:

- Networking
- Program and Organizational Development
- Instructional and Curriculum Development

Each component entailed a strategy or strategies for implementation.

NETWORKING:

Strategy - To facilitate avenues to optimize success and minimize problems encountered in the teacher preparation program.

PROGRAM AND ORGANIZATIONAL DEVELOPMENT:

Strategy (1) - To organize and implement a three-tier mentoring program.
Strategy (2) -To organize and implement a tutorial program.
Strategy (3) - To create and maintain participation in college committees and professional organizations.

INSTRUCTIONAL AND CURRICULUM DEVELOPMENT:

Strategy (1) - To provide an avenue for doctoral students to teach education courses.

Strategy (2) - To provide an avenue for doctoral student research.

Strategy (3) - To assist in partnership agreements with Community Colleges.

These components will be described in terms of activities used for implementation.

THE RETENTION PROGRAM

The program was implemented Spring, 1992 with a major focus on monthly meetings to support students. An average attendance of 25 students supported the meetings. Presently, there are 61 students maintaining status in the program . During the Fall, 1992 semester, the program maintained an average attendance of 35 students at the monthly meetings. We continue to encourage students to take advantage of all of the services the program offers and meeting attendance.

The networking component of the program entails a monthly meeting in which information is disseminated regarding the teacher preparation. Each meeting had a guest speaker giving information regarding departmental changes, preservice placement, job placement, and preparation for academic success.

One meeting each semester is designated for course collaboration. Students, by major, interact after having decided on the courses each will take the next semester and, therefore, arrange to enroll in the same section of the courses chosen. Also during this meeting we discuss strategies to interact with faculty and study skills to be employed. We also encourage course loads that will help the student to be successful academically.

The meetings are also used as an avenue to vent frustrations, discuss issues and problems that students are encountering. Updates are given on any departmental or teacher preparation program changes and requirements.

Graduate students from various departments are utilized in the program as mentors and tutors. This avenue is provided so that undergraduates can become acquainted with graduate students and be encouraged to pursue graduate studies. Such efforts also reinforce and model the development of a tradition of academic excellence as mentors invest quality time for the purpose of motivating and encouraging students to strive for the ultimate experience in their teacher preparation programs.

The program participants are given a unique opportunity to become acquainted with, observe and assist practitioners in the field of education through cooperatives the coordinators have arranged with various school districts. The community in which the university is located lacks strongly in cultural diversity, therefore, cooperatives have been made with two urban school districts. As a result, students are given the opportunity to spend time in culturally diverse classrooms, interacting with students and assisting teachers. It has become imperative, due to the lack of culturally diverse representation in the teaching force, that students in the program understand and begin to develop a commitment to teach culturally diverse students.

The cooperative efforts have extended beyond just interaction during preservice teaching. Cooperatives have also been arranged with four school districts actively seeking to employ culturally diverse teachers. As a result, three graduates are now employed as first year teachers. The maintenance of these cooperatives will create an avenue to encourage students in the program to actively seek to complete their teacher preparation programs.

The program and organizational component comprises the three-tier mentoring model, the tutorial program, and participation on college committees. The three-tier mentoring model utilizes faculty and graduate students to mentor third and fourth year students; these students in turn mentor the first and second year students. The model continuously contributes to the training of mentors, emphasizing mentoring as a lifelong process. Responsibilities of the mentor and mentee are devised to maintain the relationship through contact and support throughout the process. The mentor and mentee are responsible for maintaining weekly contact via telephone, study activities, or person to person interactions. The mentor serves as a resource base for course selection, assistance, and information regarding what strategies are helpful in developing and maintaining academic stability within the university system.

The Pre-Professional Skills Test (PPST) must be taken by all education majors attending Illinois State University. For some students, this exam creates an obstacle that deters official admission to the teacher education program thereby hindering the completion of the teacher preparation program. Therefore, a tutorial program has been put in place to assist students in their preparation to take the exam. The tutors are graduate students, as well as the coordinators, tutoring in the testing areas of reading, writing and math. The tutoring is done in a group setting. Students needing more help arrange additional times to meet with the tutors. The tutors are volunteers and students are very appreciative of the support they offer.

As doctoral students and program coordinators, opportunities have been provided to serve on college committees.. These opportunities provide avenues to interact with administrators and other faculty at the university to gain insight into the university's concept of retention and the mechanisms being put in place to support retention. The committees served on are the University Recruiting Committee, the Council for Teacher Education, the Specialized Educational Development Curriculum Committee, the Admissions Task Force, and the Council for College of Education.

As a result of the initial success of the program and the increased number of participants, one graduate assistantship has been assigned for the Retention Program. The instructional and curriculum development has provided opportunities for the doctoral student coordinators to teach education courses and an avenue for scholarly research. Presently, one of the coordinators has and is teaching a methods course in the teacher education program. Plans are being made for additional courses to be taught in the summer and fall semesters respectively. The Retention Program is now in the proposal stage to be considered for utilization as a dissertation by one of the coordinators.

PROJECT INITIATIVES

The Retention Program has experienced success in bringing culturally diverse education majors together in a forum which has created networking mechanisms encouraging excellence in education. The participants are demonstrating success as a result of the positive experiences facilitated through the retention program.. As the participation increases, the avenues for more experiences increase.

The Retention Program is implementing a Literary Society for participant enrichment. It is important that the participants develop a commitment to teaching culturally diverse students and it is equally important that the participants are knowledgeable of cultural diversity. Knowledge of their heritage and its impact upon their developing role as educators may be enhanced by an extension of the Afrocentric model. . One of the themes for the program is, INFORMATION IS POWER and the importance of having information is stressed.

Another initiative is the implementation of a Pen Pal program for elementary and middle school culturally diverse students in our cooperative school districts. The participants in the program are also given the opportunity to complete mock interviews with school district officials to increase interviewing skills and techniques for the purpose of future job placement.

ASSESSMENT

A primary focus of the Retention Program is to lessen problems encountered and increase the number of culturally diverse students being admitted to teacher education. Two primary factors in admittance is meeting the PPST score and GPA requirements. Therefore, it is relevant to consider the participants GPA's since the inception of the program and its potential for increasing teacher education admittance.

Presently, there are 61 students participating in the program, receiving all or some of the services. Since GPA is a criteria for official admittance, it is important to assess any change in GPA since the inception of the program.

Thrity-eight students participated in the program during the Spring of 1992. At the end of the semester, 65% of the participants received a GPA of 2.5 (on a 4 point scale) or greater; 26% received a GPA greater than 2.0 and less than a 2.49; and 7% received less than a 2.0.

During the Fall of 1992, 61 students participated in the program. At the end of the semester, 67% earned a GPA of 2.5 or greater;14% earned a GPA greater than 2.0 and less that a 2.49; and 17% earned a GPA less than 2.0. Even though there were 61 participants enrolled in the program, 41 maintained attendance throughout the semester (i.e. meetings, activities, tutoring & mentoring). It is also significant to ascertain if there was a difference in GPA for attendees and non-attendees. For attendees, 87% earned GPAs of 2.5 or higher; 4% earned GPAs greater that 2.0 and less than 2.5.; and 7% earned GPAs less than 2.0. For the 20 non-attendees, 25% earned a GPA of 2.5 or higher; 40% earned a GPA greater than 2.0 and less than 2.5; and 35% earned GPAs less than 2.0.

A comparison of GPA for Fall and Spring semester was made on 38 of the 61 participants. The remaining 23 participants were freshmen or transfer students who had not yet established a GPA. The mean GPA for Spring was 2.71 and the mean GPA for Fall was 2.83. The mean increase was statistically significant, $p = .029$ ($p<.05$).

CONCLUSION

Afrocentric foundations have proven to be a successful mechanism for the purpose of mentoring and promoting retention strategies for culturally diverse students. "Man to man" orientations (Nichols, 1976) as well as the use of the dimensions of African American culture (Boykins, 1983), have influenced culturally diverse students in preservice teacher education programs quantitatively and qualitatively. Student grades have improved and the commitment to the field of education has increased. The changing demography of the United States charges educators to embrace the strengths that a culturally diverse classroom demands. Preparation for this challenging and monumental task demands a sincere commitment from institutions of higher learning. Effective retention programs may be an important ingredient in this process of change.

References

Akbar, N. (1985). Our destiny: Authors of a scientific revolution. In H. P. McAdoo & J. L. McAdoo (Eds.), *Black Children: social, educational, and parental environments.* (pp. 17-31). California: Sage Publications.

Asante, M.K. (1989). *Afrocentricity.* Trenton, New Jersey: Africa World Press, Inc.

Asante, M.K. (August, 1991) Afrocentrism in a multicultural democracy. *American Visions.* p. 20.

Boykin A. W. & Toms, F. D. (1985). Black child socialization: A cultural framework. In H. P. McAdoo & J. L. McAdoo (Eds.), *Black Children: social, educational, and parental environments.* (pp. 33-51). California: Sage Publications.

Hale-Benson, J. E. (1986). *Black children: Their roots, culture and learning styles.* (rev. ed.). Maryland: John Hopkins University Press.

Head, F.A., Reiman, A.J., & Theis-Sprinthall (1993). The reality of mentoring: Complexity in its process and function. In T.M. Bey & C.T. Holmes (Eds.), *Mentoring: Contemporary principles and issues.* (pp. 5-24). Virginia: Association of Teacher Educators.

Hilliard, A.G. (1991). Afrocentrism in a multicultural democracy. *American Visions*, p. 23.

Hilliard, A. G. (1988). Conceptual confusion and the persistence of group oppression through education. *Equity and Excellence. 24* (1), 36-43.

Hilliard, A. G. (1991). Do we have the will to educate all children? *Education Leadership 24* (3), 18-25

Hilliard, A. G. (1976). *Free your mind: Return to the source, African origins.* Georgia: Georgia State University.

Kunjufu, J. (1984). *Developing positive self images and discipline in black children.* Illinois: African-American Images.

Martel, E. (September, 1991) A multicultural lesson: Don't replace Eurocentric myth with Afrocentric propaganda. *Teacher Education.* p. 62-63.

Nichols, E. J. (1976). *Cultural foundations for teaching black children.* World Psychiatric Association and Association of Psychiatrists in Nigeria Conference, (pp. 1-8).

Neal, J.C. (1992). Mentoring: A Teacher development activity that avoids formal evaluation of the protege. In T.M. Bey & C.T. Holmes (Eds.), *Mentoring: Contemporary principles and issues.* (pp. 33-50). Virginia: Association of Teacher Educators.

Nobles, W. A. (1976). *A formative and empirical study ofblack families.* Final report to Department of Health, Education and Welfare, Office of Child Development.

Odell, S.J. (1992). Evaluating mentoring programs. In T.M. Bey & C.T. Holmes (Eds.), *Mentoring: Contemporary principles and issues* (pp. 95-102). Virginia: Association of Teacher Educators.

Shade, B. J. (1986). Cultural diversity and the school environment. *Journal of Humanistic Education and Development, 25,* 80-87.

Shade, B. J. (1989). *Culture, style and the educative process.* Springfield, Illinois: Charles C. Thomas.

Shade, B. & Edwards, P.A. (1987). Ecological correlates of educative style of Afro-American children. *Journal of Negro Education. 56*(1), 88-99.

Smitherman, G. (1977). *Talking and testifying.* New York: Harper & Row.

Wolfe, D. M. (1993). Designing training and selecting incentives for mentor programs. In T.M. Bey & C.T. Holmes (Eds.), *Mentoring: Contemporary principles and issues.* (pp. 103- 110). Virginia: Association of Teacher Educators.

Minorities Interested In Teaching Conference: A Response To The Shortage Of Minority Teachers

Patricia J. Larke, Gail Taylor, Felicia G. James, Sabrina Washington
Texas A&M University

Introduction

While national and regional demographics show that minorities comprise from 30 to 50 percent of the student population in the United States, the number of minority teachers is decreasing alarmingly. Currently, minority teachers (African Americans, Hispanic Americans, Asian Americans and Native Americans) comprise about 10 percent of the teachers in the nation. Additionally, demographic predictions suggest that by 2000, minority teachers will comprise much less than 10 percent (NEA, 1987). Moreover, the number of minorities (not including Asian Americans) entering higher education institutions is decreasing overall, especially for minorities pursuing degrees in education. Clearly, if the above imbalance continues between minority teachers and minority students, then the United States' educational system will become much more unbalanced and unsound.

The purpose of this paper is to: (a) describe the Minorities Interested In Teaching (MIIT) program; (b) discuss the results of the program; and (c) present changes in the program to attract and retain more students of color.

Overview of MIIT

Minorities Interested In Teaching (MIIT) is a precollegiate program designed to encourage minority students to seek education as a career to hopefully increase the number of minority teachers in the State of Texas. MIIT has three objectives:

(1) To provide minority students with a global view of careers in education from a myriad of perspectives;
(2) To inform students of the "ins and outs" of campus life from a minority perspective; and,
(3) To provide minority students specific information concerning college entrance requirements, scholarships, and financial aid.

During the four-day residential experience, students are involved in such activities as discussing the process of becoming a teacher, introduction to campus life and meeting education students, professors and local minority educators.

This program has been funded by state grants and University funds. The director is given release time from teaching and a graduate assistant to coordinate and plan the conference.

Since 1989, MIIT has served 67 minority students (38 African Americans - 29 females and 9 males; 27 Mexican Americans - 22 females and 5 males; and 3 Asian Americans - 3 females). The students range in ages from 16 to 18. Students represented all areas of Texas (Houston, Dallas, Weslaco, Eagle Pass, Edinburg, San Antonio, Brenham, College Station, Bryan, Belton, Washington, Tyler, Gardner, Pasadena, San Augustine, Beeville, Richardson, Laredo, San Angelo, San Marcus, Temple, Texarkana and Franklin).

MIIT is an outgrowth of the Experience in Education (EIE) program that started in 1982 to attract high school students to consider teaching as a career. Since 1989, the program has focused on the recruitment of minority students and in 1990 the name was changed to Minorities Interested In Teaching. This program addresses a critical need in the State of Texas as well as the nation of trying to attract more minorities into the field of education. Texas' school age population trends reveal that minorities comprise more than 50 percent of the school age children and minority teachers about 22 percent. In many schools across the state, students attend their entire school career having no minority teachers. Such absence of professional role models is devastating in the lives of minority and non-minority children who seek the schools to provide them with an education that promotes equity as well as excellence.

Methods

The MIIT Conference Evaluation Questionnaire was administered to all subjects (N =39) from both years. The items were developed so a Likert-type scale with a range of responses 1-5 could be employed. Five indicated "excellent" or "most likely." Items were designed to cover the participants' (a) reactions to the specific sessions; (b) interactions with student and adult staff members and; (c) satisfaction with dorms, dining rooms and physical education facilities.

The instrument also included open-ended questions which dealt with free time activities, overall suggestions for improvement and what students liked most and least about the conference. Finally, participants were asked to write about what information presented at the conference helped them make a decision to apply for admission to TAMU.

Results: Sessions (1991)

In 1991, the top-ranked sessions were "Visit with the Dean" (Mean Score [M.S.] = 4.88), "Becoming a Teacher" (M.S.=4.76), "Tour", "Campus Welcome", "Financial Aid" (all M.S. = 4.71) and the panel of education majors (M.S. = 4.65).

According to these rankings, the MIIT '91 participants seemed particularly impressed with activities that took place outside the confines of the formal sessions. One student wrote enthusiastically about the campus tour: "It was a memorable experience which I will never forget, I came here not knowing anything about A&M, but now I am strongly considering coming here."

Even though these students gave "outside" activities the highest rankings, most participants had positive reactions to the seminars. One student especially appreciated the session on Minority Male Educators: "Seeing these males that were not part of the Anglo race really made me proud." In response to the question, "Did this session [Introduction to Campus Life] help provide you with a better understanding of campus life?", one student responded quite enthusiastically: "yes, yes, yes! It lessened the fear of life in a large university."

Results: Sessions (1992)

In 1992, the top three sessions were "Time Management" (4.76), "Becoming a Teacher" (M.S.=4.62) and "Academic Aid" (M.S.=4.60). Interestingly, contrary to the reactions of the MIIT '91 participants, those in 1992 seemed to be most impressed with the information presented in the sessions. In response to the Time Management session two students wrote: A: "It was a lot of help, it taught me that I could get a lot more done in a day than I thought I could." B: "I believe this session will help me make better grades." Students were equally impressed by the usefulness of the Academic Aid session. One claimed: "I never knew A&M had so many scholarships."

Another expressed her appreciation for the information about academic assistance by writing: "It is good to know that there is someone here to help someone like me." The low ratings of the "Tour" (M.S.=3.66) and "Campus Welcome" (M.S.=4.19) which occurred immediately afterwards, may be due to the extremely hot weather that occurred that day. This fact was reflected in responses like: "The tour should have been given when the sun went down. Maybe in the evening." It must be noted that despite the heat, some students did actually enjoy taking the tour: "I really liked the way M. showed us the campus and told us about the history and traditions of A&M."

Interaction with Staff (1991-1992)

The response to the staff was overwhelmingly positive. In fact the student counselors in 1991 received a mean score of 5.0! Repeatedly students wrote about the staff in glowing terms. Some of their comments: "It was a pleasure meeting adults with patience and understanding." "She was like a mother." "P. is the coolest, she is so down to earth, I love how straight forward she is." One student simply wrote, "I love all of you."

Satisfaction with the Dorms and Dining Facilities (1991-1992)

Participants from both years had mixed reactions to the dorms. In 1991, three students complained about hard beds, three requested thick blankets and two felt the room was too cold. However one remarked that the room "was nice and cold just like I want it." In 1992, almost the opposite reaction was given. One student reported that the room was too hot. Others complained about hard beds, no TV and having to walk up too many flights of stairs.

MIIT '92 students seemed to like the Commons Dining Hall (M.S. = 4.52) better than MIIT '91 students liked Sbisa (M.S.=4.06). However, the '91 participants liked The Cow Hop, a local restaurant, (M.S.=4.83), better than the '92 participants (3.76). This may be due to the fact that during the trip to The Cow Hop in 1992, the owner had a poor attitude and probably offended some of the students.

Suggestions: Free Time Activities (1991-1992)

Students from both conferences agreed that there was too little space between sessions and that when they got to the sessions there was too much sitting down. Students overwhelmingly recommended the addition of more sports and physical activities into the conference schedule. Some specific suggestions were swimming (the most mentioned), tennis, dancing, volleyball and other group sports. Other suggested activities included shopping trips (off campus), and tours of the football field.

Suggestions: Topics to be added (1991-1992)

Even though many said that the conference was fine as is, there were some suggestions. Students called for additional seminars in Bilingual Education, Foreign Language Teaching, Early Childhood Education, Science Education, and Special Education. One seemed intrigued by what he heard and wanted "a small taste of Dr. Larke's Multicultural Education course." Another wrote that she wanted to meet more Hispanic professors.

Students also wanted to find out more about campus life. Some suggested seminars on how minorities were really treated at A&M, campus employment and university traditions.

What students liked most about the conference (1991-1992)

Despite the suggestions, students were overwhelmingly pleased with the conference. The list of what they liked most was extensive. Over and over again students mentioned: the counselors, meeting people and socializing, getting a taste of college life, visiting professors, attending the sessions, the banquet and the free cost of the conference. Repeatedly students remarked at the warmth and friendliness of the staff and the concern demonstrated by the faculty and administrators.

Case Study

K.C., an African American female, described herself as a "navy brat" who lived all over the world. She first encountered MIIT in 1990 when she came as a high school junior from Beeville, Texas, at her aunt's urging. Two years later she switched places, in a sense, and worked as a MIIT student counselor in 1992. Now nineteen-years-old and a sophomore at Texas A&M University, K.C. is an Elementary Education major specializing in Early Childhood and Mathematics.

K.C. was not always interested in teaching. Before attending MIIT in 1990, she originally wanted to go into social work. However she was so impressed by the sessions at MIIT that she decided to major in elementary education. Even though she wanted to use her degree in elementary education to eventually teach kindergarten, she is now seriously contemplating a switch to secondary education. K.C. feels that many educators are overly negative towards high school students and give up on them too easily. She, in turn, wants to work with them and make a difference in their lives.

MIIT Changes

The College of Education Summer Enrichment program began in 1982 as the Experience in Education Conference. The sole purpose of the conference at the time was to provide students with campus experiences which would familiarize them with the field of education. At that time the program targeted all students - not specifically minorities. Since its emergence, the program has undergone changes in its name, implementation and structure to improve the overall effectiveness of the conference.

By 1986, there was a strong desire by the College of Education to increase minority enrollment for the College by at least 33 percent. Finally, in 1989, the conference focused entirely upon increasing minority students. This redirection of the program also made it necessary to identify the program as a minority conference. Thus, the name was changed to MIIT- Minorities Interested In Teaching.

Recently, the program has also undergone many structural changes. These have been due to the change in administration and increase of staff. Since the beginning of the conference until 1992 all conference planning and implementation was conducted by one faculty member and a graduate assistant. Currently, the Office of Minority Student Services has taken responsibility for program coordination and administration. With the new administration it is desired that the conference will be improved upon in several areas. Among these areas of concentration are: recruitment and selection, program design, program staff, and follow-up procedures.

The first change was a name change. This change was as a result of participants not liking the word minority in the title as well as to show more depth to the conference. The new name, ExpLORE (Exploring Leadership Opportunities and Rewards in Education), creates a more positive and exciting theme for the program.

In the past, conference participants have been students who have been recommended by an area teacher. Those students were selected based on their student involvement, two letters of recommendation and completion of a one page essay explaining their interest in education. The new selection process requires that students must still be responsible for a one page essay, however, extracurricular activities and leadership skills will strongly be considered. All applications will be reviewed and ranked by members of an advisory committee of educators. To broaden the awareness of the conference, brochures and applications will be sent to the campus enrichment programs for minority students as well as local counselors and teachers.

The program design has been changed in the following ways: (1) extension of program to one week; (2) incorporation of public schools practicum, study sessions, and microteaching; (3) decrease of sessions; and (4) inclusion of more public school teachers as presenters.

Program follow-up will include: (1) follow-up letter to conference participants; (2) periodic phone calls to conference participants every 3 months; and (3) phone calls from peer counselors.

Recommendations and Conclusion

In order to continue the momentum started by this conference, a follow-up study should be initiated in order to assess students' feelings about careers in teaching months after this preliminary study. A follow-up survey is currently underway to track previous MIIT participants to assess if they completed college and if they are pursuing a teaching career.

In order to increase the chances of the conference participants attending college, letters should be sent to students reminding them of important test dates and application filing dates. The MIIT Conference proves that just as minority students are successfully targeted for science and technology fields while in high school, they can be successfully informed about teaching; also, the result would be programs which feed colleges of education and public schools, hungry for minority role models of every flavor.

References

Applegate, J. & Henniger, M. (1989). Recruiting minority students: A priority for the 90's. The NEA Higher Education Journal, 5(1), 53-60.

Darling-Hammond, L. (1990). Teachers and Teaching: Signs of a Changing Profession in W. R. Houston (Ed.), Handbook of Research on Teacher Education, New York: Macmillan Publishing Co.

Hatton, B. (1989, May 17). A closer look at the shortage of minority teachers. Education Week, p. 29.

Hodgkinson, H.L. (1986). Texas: The state and its educational system. Washington, DC: The Institute for Educational Leadership.

Justiz, M., & Kameen, M. (1988). Increasing the representation of minorities in the teaching profession. The Peabody Journal of Education, 66, 91-100.

Larke, P.J. (1990). Black teachers: An endangered species for the 1990's. In G. Thomas (Ed.) Race relations in the 1980's and 1990's: Challenges and Alternatives (pp. 79-93). Washington, DC: Hemisphere Publishing Corporation.

Office of Educational Research and Improvement. (1987). U.S. Department of Education Digest of Educational Statistics, 1987. Washington, DC: National Education Association.

Out In The Breeze

Darnell Jones
Trinity High School

Objective:

As a result of this presentation the listeners will acquire information concerning elements of recruitment along with the added expectation of first year assessment evaluation. This perspective is that of a recent English-Education graduate.

The foci of this assessment presentation are these:

1. Personal Development needs
2. Internship (Professional Development) Requirements
3. Educational/ Institution, ""The System ", Concerns

Making the Transition Out in the Breeze and Under the Shelter

First of all, I will begin with an explanation of how I arrived to this point. My personal and career development are the result of God's blessings, community input, family and professional role modeling. I cannot begin mentioning all their names, because 30 minutes will lapse before I achieved my objective. However, I will mention several Black professional role models who were influential in my career development. Just a few of these Black heroes are: Nikkie Finnie, Dr. Richard Donelan, Barbara Ward, Donna George, Pat Scott, Mildred Richarson, Dr. Deneese Jones, Dean Harris, and Dr. Middleton. Although you may not recognize these names, heroes, nonetheless, they are. These mentioned individuals have had a great impact on my life and desire to be a teacher so that I in turn can positively influence students. In essence, this is the work of a teacher and our reason for being here today is to talk about this specific task. We are here in an effort to better assess student and teacher performances, and discuss the professional development needs of minority teachers including providing nurturing to help them realize their potential as competent role models. For this reason, I feel one area we should consider is that of personal development.

This information is especially pertinent for recruiters in the audience. My first personal needs were food and shelter. I was a graduating graduate student with an annual income of $3,500, whose funds ran out. It was difficult getting gas to investigate job prospects during the Spring and interviewing during the

Summer. Furthermore, all this was done while I was enrolled in several classes. I had to deal with both emotional as well as economic strains. My interview process was not encouraging. I went on several interviews where I learned from the interviewers how I shouldn't be interested in working for them. After discussing this with my college professor, I understood that I had become a statistic, a quota, merely by participating in the process and that there was probably never an intent to employ me as a teacher. One large school district in the state wanted me to interview with several of their principals. It was too expensive for me to interview at different times, dates, and locations, with each involving 180 miles travel distance. The result was I could not afford to pursue employment with this particular school district. Even if I did get a job there, a month would pass before I would receive a paycheck. Like most other graduates with no money, I felt stranded out in the breeze. I wanted to teach in Jefferson County; however, I had no money to make the move. Rent deposit, first month's rent, phone, and utilities were all overwhelming. In Fayette County, I had friends and relatives, but Fayette County was not hiring. I really desired a smooth transition from school into the work place. I felt I had achieved this upon accepting the job of teaching English to 10th and 12th graders at Trinity High School. On August the 12th, I moved into a house made available by the Associate Principal. It was free of charge, fully operational, and with a phone attached. I understood I would pay the balance of $10 a day once I became established. I was to remain there until such time as I could locate affordable housing. A month later I found a place close to the school. Trinity, a private—all boys school, had no Black faculty, and 23 Black student—athletes and 1 non student athlete in the total enrollment of approximately 1,050. This really posed a challenge for me because Trinity has a history of racism. I was still out in the breeze. During my first two weeks at Trinity students and faculty reinforced knowledge to which I was already privy — " They brought you to the school because of last year's race riots and all the bad publicity." The principal was one of the few people who let me know I was employed because I was a good teacher prospect. Development meant I had a job teaching senior honors classes, a place to live, and a seemingly supportive boss.

Resolves on professional development concerns were these:

Professional development concerns were finding the best possible conditions for success.

Positives were these:

1. Placement at a school with an outstanding academic record/ A National School of Academic Excellence
2. State University and library facilities fifteen minutes from my residence

3. A knowledgeable supervising teacher well versed in the language of KERA
4. Honors senior and sophomore teacher
5. Supportive professional development K/TIP team

Possibilities for negotiating within the environment were seen in this light:

Establishing a positive identity within a system begins with an acknowledgment of the obvious.

1. Single Black male — first year teacher in a all male parochial school/ A new experience for students
2. An all white faculty with an average tenure of 18 years
   *** The positive again was this:
3. A system with a strategic plan/ a goal of cultural diversity/ which sought to make available Financial Aid to minority students who wanted to attend Trinity. The institution obviously wants more diversity in student and faculty population.

What else was appealing about Trinity for me?

1. Religion and faith are taught
2. Race relation problems set the stage for my success
3. A department chair whom I felt I could live with

Evaluations

Have my experiences met with expectations? Have there been any surprises? Overall have I had a positive experience so far?

Yes, I have had a lot of positive experiences up to this point. I feel that I have made a positive impact on a lot of lives.

Finally, I will conclude with an assessment recommendation for all teacher-educators and administrators. We need more heroes like the one's aforementioned. Black professional staff members, professors, mentors, and administrators. We need more Black/minority deans of teacher preparation colleges. These are our needs and professional development assessment as seen through the eyes of a recent minority graduate of a teacher preparation program.

Assessing Student Communication Skills for the 90's Workplace: A NASA Case Study

Karen Schuster Webb
University of Kentucky

In the field of linguistics there are three categories of grammar: (1) a descriptive grammar which identifies the features of an existing language proficiency, (2) a prescriptive grammar, which specifies rules of a language, and probably why most language teachers are greeted with, "You know I really hated my English classes," or "I took four years of a foreign language and never learned anything," and (3) a teaching grammar, which facilitates learning (Fromkin and Rodman, 1988).

I suggest that assessing student communication skills for the 90s workplace is as complex as defining grammar, especially when the target proficiency includes the goal "effective." Effective communication skills are defined by the U. S. Department of Labor as literacy skills specific to prose comprehension skills (i.e. reading editorials), document literacy skills (i.e. completing job applications, interpreting charts), and quantitative skills (i.e. filling out orders forms, managing a checking account) (Kirsh, Jungeblut and Campbell, 1992). For scholars, effective communication is defined as a "transactional" or mutually responsive process of creating meaning (Verderber,1990). However, in the Feburary 1993 issue of Black Enterprise magazine effective communication in the workplace is predicated on academic achievement, job preparedness, and the successful negotiation of the corporate culture. The key to mobility and retention of prepared minority employees is to accurately assess the corporate culture. Just as school is a culture, complete with policy, procedures and jargon that are only engaged in within school bureaucracies; the workplace is a culture, replete with its folkways and mores, and its language, which I call competitive English. The part time employees that my consulting partner and I were asked to train at one of the National Aeronautical and Space Administration's (NASA) centers fit the sucessful Black Enterprise profile academically and in their vocational training. These were high school seniors whose superior grades, leadership abilities, and office skills enabled them to become part of an innovative and competitive partnership program. After surviving their competition, the successful eighteen trainees' became part time NASA employees. These students attended school in the morning and worked at NASA Monday through Friday during the afternoon. They were, in fact, part time NASA employees working in major site divisions, and guaranteed full time employment if they met the standards set during a rigorous probation period. Full time employment meant a prestigious working environment and exceptional government benefits, including subsidized college tuition, should the employee wish to attend. In addition, the students received high school course credit for this experience based on teacher judgment and the supervisor's job performance evalutation.

The trainees were recruited from surrounding urban school systems, and over the years many of the students applying and winning positions reflected the demographics of their schools. Therefore, in 1991, when first asked to provide the required business communications training module, 88% of the participants were African American. While the trainees came impressively prepared from their vocational education program, there was an increasingly higher attrition rate during full time employment. Causes ranged from job dissatisfaction to poor evaluations by their supervisors. This trend in a successfully run program was a disturbing statistic. The only intervening variable during that period of time was an increase in the number of African American student employees. Grade point averages, length and categories of vocational training remained constant. Two areas were of major conern: (1) problems in adapting to the corporate environment, and (2) the mastery of spoken and written business communications. Therefore, our task was twofold: (1) to develop an assessment instrument that would identify the skills required for participants to succeed in the corporate culture, and (2) to provide effective business communications training focused on speech and writing that would enhance the trainees' opportunities for advancement. It was the NASA project director's hypothesis that a training component beyond the vocational education was needed, and the program sought assistance in identifying that component.

The success of Howard University's Program for Achieving

Communications Excellence, PACE, is well known in the metropolitan Washington, D. C. area, and has as its mission, "To Provide A Comprehensive structure to Enhance oral and written communication proficiency." Developed as a privately underwritten center, it serves a School of Communications student population who possesses academic proficiency, but who has not developed the communicative confidence nor competitive English competence to effectively compete in the corporate culture. NASA identified PACE director Toni Humber and me to find the missing component in the program, assess it, and develop a teaching curriculum that would provide intervention training that would be 80% effective.

The curriculum that Toni Humber and I designed and have refined over the past two years is a five week seminar called Effective Business Communications. Using our textbook Speaking & Writing: A Communications Guide for the Professional, the seminar's objectives were to: (1) strengthen the competitive

English oral and written language skills of the participants; (2) define the culture of the workplace; (3) provide models for effective business communication in the workplace; (4) develop goal setting strategies, and (5) instill a sense of pride in job performance. Pre and post evaluations were developed to assess the seminar's objectives. The assessment instruments:

1. IDENTIFIED THE ATTITUDES AND PERCEPTIONS OF THE STAFF AND MANAGERS TOWARDS THEMSELVES AND THE COE STUDENTS
2. INDENTIFIED THE CHARACTERISTICS OF THE WORKPLACE AS A CULTURAL SITE
3. IDENTIFIED THE ATTITUDES AND PERCEPTIONS OF THE COE STUDENTS TOWARD THEIR ABILITY TO THRIVE IN THE WORKPLACE CULTURE
4. IDENTIFIED ORAL COMPETITIVE ENGLISH PROFICIENCY
5. IDENTIFIED WRITTEN COMPETITIVE ENGLISH PROFICIENCY

The seminar, with its two interrelated parts, COMMSPEAK and COMMWRITE, had to be motivational as well as instructive. Our goal was to empower all students beyond their impressive 100 words a minute data processing skills, or what they could learn from an office procedures manual and move them toward self discovery, personal growth and independence. Only then could the new corporate culture become less threatening to their survival. Only then could they hope to attain strategies to achieve the upward mobility, educational opportunity, and eventual career independence that could foster their corporate success and further NASA's minority recruitment and retention goals. After entry testing, 83% of the African American students and 60% of the Euro-American students required seminar objective number one, competitive English intervention. All of the trainees needed training objectives two through five. Of the 17% of African American students and 40% of Euro-American trainees who already demonstrated proficiency in competitive English, all were female. Sixteen percent of the African American trainee population was male, and none of the Euro-American students were male.

Through a multimedia approach we assisted the student trainees in achieving a cross cultural dialogue that encompassed the notions of James Banks' definition of culture, "...behavior patterns, symbols, institutions, values, and other human-made components of society," (Banks, p.52). Applying a systems approach to the training intervention, cross cultural dialogue was achieved through activities that: (1) recognized the students needs; (2)

integrated the learner and supervisor's goals; (3) encouraged the learner's active, dual hemispheric role in the learning process; (4) provided measureable criteria toward learning goals, and (5) difused the trainees' perceptions of a threatening corporate culture.

Did the assessment and training work for the two classes we worked with over the two year period? Yes. Did the trainees achieve 80% accuracy on communication skills tasks as measured by assessment instruments, videotaped presentations, and supervisor input? Yes. The population success rate was 89% as only one student dropped from the program (for financial reasons) and one student improved the oral language scores, but did not achieve the 80% accuracy needed. However, the trainee remained in the program and continued to improve the competitive English skills.

At the end of the seminar period, participants completed a written evaluation of Effective Business Communications. Evaluation data reveal that in addition to achieving the intervention objectives, the trainees affectively benefited from the seminar through the acquisition of: (1) enhanced self esteem; (2) self motivation techniques; (3) a support network among themselves and NASA mentors; (4) business etiquette (5) a heightened sense of responsibility to NASA as a corporate culture; (6) a desire to assist the next trainee class, and (7) the setting of entrepreneurial goals. Working with these gifted young professionals has been an extraordinary opportunity to touch our future, and it is brilliant with promise. It hs been a cherished time for learning from each other, and NASA is to be congratulated for implementing such a valuable program.

References

Banks, J. A. (1981). Multiethnic education: Theory and practice. Boston: Allyn and Bacon, Inc.

Brown, C. M. (1993, February). What's new in high-tech careers? Black Enterprise, p. 166.

Elder, D. C. (1990). Writing to write: Prose, collaboration, communication. New York: Macmillan Publishing Company.

Fromkin, V. and R. Rodman (1988). An introduction to language. Fort Worth: Holt, Rinehart and Winston, Inc.

Harris, P. R. (1987). Managing cultural differences. Houston: Gulf Publishing Company.

Kirsch, I.S., A. Jungeblut and A. Campbell (1992). Beyond the school doors: The literacy needs of job seekers served by the U. S. department of labor. Princeton: Educational Testing Service.

Steinberg, E. R. (1991). A synthesis of theory, practice, and technology. New Jersey: Lawrence Erlbaum Associates, Publisher's.

Webb, K. S., T. C. Humber and O.L Taylor. (1991). Speaking & writing: A communications guide for the professional. Needham: Ginn Press.

A Collaborative and Comprehensive Approach To Recruiting and Retaining Minorities in Teacher Education

Brenda Pitts Haynes
Morgan State University

Morgan State University's School of Education and Urban Studies (SEUS) is in the first year of implementing Project PRIME — Programs to Recruit and Inspire Minorities into Education — a five-year initiative to increase the number of minority students who enter teaching careers. PRIME builds on two characteristics — it is a collaborative effort of multiple institutions, and it is a comprehensive effort that combines multiple programs that provide early identification and continuing support of minority students who enter teaching careers.

The DEWITT WALLACE-READER'S DIGEST FUND has made a five-year, $3,008,000 grant to Morgan State University to support the PRIME project. The grant is part of a $20.6 million expansion of the FUND's Pathways to Teaching Careers Program, a national initiative to recruit and train more teachers , especially minorities, to work in the public schools.

The PRIME coalition of partners includes Morgan State as the lead institution as well as the Baltimore City Public Schools, the Maryland MESA Program, and the following colleges and universities: Johns Hopkins University, Loyola College of Maryland, Coppin State College, Towson State University, the College of Notre Dame, the Baltimore City Community College, and Dundalk Community College. Working as partners, these institutions are committed to implementing a plan that will dramatically increase the number of minority students in the Baltimore area who enroll in teacher education programs during the next five years. Successful implementation of Project PRIME will lay the groundwork for expansion of the initiative throughout Maryland and eventually, throughout the United States.

PRIME includes eight programs aimed at recruiting and retaining minority students into teaching careers, beginning with interventions that start at the middle grade and high school level — a time when students make course enrollment decisions that determine whether or not they will pursue a college preparatory path of study. The project includes a series of activities that reach students and their teachers directly and encourage those students to pursue a teaching career.

Project Goals

1) Inspire minority youth, in particular African-Americans, to consider teaching as a career;
2) Enrich and enhance the image of teaching as a profession;
3) Recruit minority youth, in particular African-Americans, into mathematics and science teaching careers;
4) Prepare non-minority teachers to work with diverse populations;
5) Establish PRIME as a State Resource Center for Minority Teacher Recruitment.

Goal 1 - To inspire minority youth, in particular African-Americans, to consider and choose teaching as a career.

In this main five-year component of Project PRIME, we are implementing and evaluating four programs to introduce the teaching profession to minority students and to directly challenge and recruit them to become teachers. The "pipeline" of programs begins with the middle school and continues through high school: ProTeam (middle school); Future Teacher Clubs (middle and high school); Teacher Prep (high school); and Magnet School (high school).

ProTeam. We are working with the Baltimore City Public Schools to adapt and implement a ProTeam curriculum for middle school students, adopted from the ProTeam model established by the South Carolina Center for Teacher Recruitment (SCCTR). The SCCTR model was designed specifically for African-American middle school students and recent evaluation studies have shown that the model effectively inspires African-American students to achieve, to go on to college, and to select teaching as a major.

During the first year of the Project (1992-93), a design group composed of BCPS staff and Consortium faculty is adapting the SCCTR curriculum to meet the specific needs and logistics of Baltimore City middle schools. Members of this group include BCPS central office staff, middle school teachers and principals, and curriculum specialists from the Consortium institutions. The ProTeam Program will be implemented in the 30 Baltimore City middle schools over a period of 5 years. Students will be selected for participation in the program by principals, counselors, and teachers. The major target of the program will be students in the non-college bound middle track who are identified as having the potential to excel academically.

Future Teacher Clubs (FTC). We are identifying and strengthening the existing Future Teacher Clubs in the Baltimore City schools, establishing a FTC network in Baltimore City, and extending that network statewide. This Program will target 9th through 12th grade students. We will specifically recruit those students who participated in the ProTeam Program to join their high school clubs.

During the first year, we are identifying existing Future Teacher Clubs in the Baltimore City schools and providing advisors with training and resources which will strengthen their clubs. Consortium members will serve as mentors to advisors and assist them in developing recruitment strategies. FTC students will be invited to Consortium campuses for general visits, seminars on education topics and issues related to college preparation, and "Careers in Education Days." Project PRIME will also sponsor an annual meeting for advisors and encourage the publication of an FTC Newsletter for students.

During the second Project year, high school principals without FTCs will be invited to establish a club with the support of Project PRIME. During Project years 3 and 4, PRIME will inspire the establishment of Future Teacher Clubs in schools across the state that are in districts that have large minority populations.

Teacher Prep. Project PRIME is establishing a Teacher Prep Program in the Baltimore City high schools, modeled after the highly successful Teacher Cadet Program at the South Carolina Center for Teacher Recruitment. The Teacher Prep program will provide 12th grade students with a one-year orientation to the teaching profession and to the teacher education curricula and requirements of the Consortium institutions.

The program consists of a formal course that high school seniors take as a for-credit elective course, complemented by an academic enrichment program. In the Teacher Cadet course, students attend a daily one-period class in a minimum of one semester. The class includes lecture, videotape lessons, role playing, problem solving, decision-making and observation activities — all geared toward orienting the students to the teaching profession.

The students also observe and participate in public school classrooms in which they are not enrolled. They interview administrative and other education personnel to learn about their responsibilities. They collect data on their observations and interviews and discuss both positive and negative aspects of teaching as a career. They complete and discuss self-assessments to clarify the relationship of their personal interests and abilities to choosing teaching as a career.

The Teacher Prep Program will be implemented in the 20 Baltimore City high schools over a period of three years. Students will be selected for participation in the program through an application process managed jointly by the school principal, 11th grade counselor and the Teacher Prep teacher. Priority will be given to students who have participated in the ProTeam and FTC Programs.

Magnet School for Teaching. Because there is a compelling need to attract and nurture at an earlier age those young people who demonstrate an ability for teaching and a desire to become teachers, a major objective of Project PRIME is to establish, in conjunction with the Baltimore City Public Schools, a special Magnet School for Teaching.

Several models for the school have already been identified and visited, including the magnet programs at the Calvin Coolidge School in Washington, DC; the Crenshaw Training Academy in Los Angeles, and the Austin High School for the Teaching Profession in Houston. Practitioners from these programs, along with members of our National Advisory Board, will serve as resources to the project. We will also tap the resources of the Center for Urban Research at SEUS, ACE, and the Center for Educating African-American Males for technical assistance.

In the first year, PRIME is organizing a working group of BCPS representatives and Consortium participants to continue the research and develop the plans for the program. We expect to complete the full design during the third year of the program for submission to the mayor, school board, and superintendent for approval. The Magnet program will begin operation in the 1996-1997 school year.

Goal 2 - To enrich and enhance the image of teaching as a profession

We are also carrying out a series of activities to promote positive perceptions among students, parents, counselors, college faculty, and the wider community about teaching as a profession and to increase their awareness of the benefits of teaching and other careers in education. We will also increase the knowledge of minority students about the process of becoming a teacher and create a greater awareness by minority and non-minority teachers of their function as role models for their students.

In the first year, Project PRIME is developing a series of printed materials on teaching careers for different audiences. We will develop materials on the need for minorities to become teachers, and produce a series of success stories about exemplary teachers and other minorities in the teaching profession directed at presenting a positive image of teaching. Following the development of print materials, we will explore the development of video productions.

The materials emphasize the image of the Teacher for the Year 2000, a respected and productive minority who encompasses the uses of technology as a teaching/learning tool, employs advances in the theory and practice of teaching, and enjoys the personal rewards of teaching.

We are also developing a series of materials for students and parents on how to become a teacher, which will include information on high school coursework that students must take, college program requirements, and available financial aid packages and services. These materials will be disseminated throughout the state through the PRIME Network of teachers, college faculty, and representatives of community and educational organizations and through a network of Future Teachers of Maryland organizations. They will also be disseminated through the Baltimore City Public Schools' professional organizations (such as teachers' and counselors' organizations), PTA's, public libraries, churches and community-based organizations.

We will also develop a media campaign in the second year in collaboration with the Maryland press, Maryland Public Television, network television, and radio. The campaign will include Public Service television and radio announcements as well as articles in the press. We will recruit outstanding minority teachers, professional athletes, government officials, PRIME students and other highly visible minority role models to make announcements to enhance the image of teaching and to encourage minority students to become teachers.

We will conduct a series of motivational workshops, seminars and presentations each year for teachers, counselors, school administrators, and college staff to share information about the need for teachers and promote strategies to motivate students into teaching pathways. These workshops will enhance the image of education professionals, stimulate them to motivate their students into teaching careers, and increase the awareness of minority teachers of their importance as role models for students. Seminars will also emphasize techniques for mentoring.

We will organize a speakers' bureau of outstanding teachers, college faculty and others who are interested in promoting teaching and have the speaking skills to motivate students, parents, and other members of the community.

A list of outstanding teachers and college faculty in the Baltimore area is being developed during the first year, based on criteria established by the Consortium and ACE Lead Teachers. Beginning the second year, groups of students, parents, and members of the community will be organized and invited by PRIME to participate in classroom experiences with these teachers. In these sessions, students and parents will be able to see an outstanding teacher in action.

In the second year, we will organize a series of "college days" and field trips to college campuses for participants in Future Teachers Clubs and other interested students. These activities will directly expose students to college campus life and to students and faculty in a college setting. Participants will be able to exchange ideas and interact with education faculty and education majors at different levels.

Goal 3 - To recruit minority youth, particularly African-Americans, into mathematics and science teaching careers

PRIME will focus directly on increasing the available pool of minority students interested in pursuing careers in the teaching of science and mathematics. The shortage of minority teachers in these fields is particularly acute.

Special sessions will be held with groups of high school and college guidance counselors beginning the first year to inform them of the need and opportunities for science and mathematics teachers, and the high school coursework that students must take to enter a science or math education major.

Special activities will be designed for students who are already oriented toward science to encourage them to become science and mathematics teachers. These students constitute a natural pool for recruiting future teachers. Activities will include peer tutoring in science and mathematics, interactions with outstanding science and mathematics teachers, and motivational activities, which will take place in the school and on the Consortium campuses. Education faculty will also be invited to talk to students to inspire them to become science and mathematics teachers.

Goal 4 - To prepare non-minority teachers to work with diverse student populations

As a first step toward this goal, through the Statewide network, we will review existing research on teacher views of culturally diverse learners and school and classroom practices that promote effective learning by diverse populations in classrooms taught by non-minority teachers. We are aware that changing teacher behaviors is a difficult task, and research on teacher education programs designed to provide teachers with information about various ethnic groups finds that non-minority teachers still fall back on prevailing stereotypes when teaching in their classrooms. Our research review will provide guidelines for the development of activities that can successfully sensitize non-minority teachers to the needs of diverse student populations and help them employ this sensitivity in their classrooms.

Beginning the second year, we will identify schools throughout the state that have significant numbers of African-American students but a high proportion of non-minority teachers. We will target five of these schools as "centers" in which we will work with teachers to develop a series of activities to increase the sensitivity of non-minority teachers toward the culture and cognitive needs of minority students; and toward multicultural education.

We will survey a representative group of teachers across the state to ascertain their existing perceptions, interview school administrators, and design a program of activities with the teachers in these schools. A series of workshops will be offered by these teachers and education faculty of the participating institutions to expose non-minority teachers to teaching in culturally diverse settings and to the issues in multicultural education. Workshop activities will include reviewing course textbooks to identify bias and stereotypes, exploring opportunities for including a multicultural perspective in particular subjects, and exploring the creation of a faculty exchange program.

We will work during the third and fourth years with the schools of education of the participating Consortium institutions to enhance multicultural education at their institutions. PRIME will serve as a resource for organizing teams of college faculty that will look at the existing teacher education curricula and make recommendations for change. As a Resource Center (see below) PRIME will provide materials and information to both faculty and teacher teams engaged in curriculum revision.

Goal 5 - To establish PRIME as a state Resource Center for minority teacher recruitment

PRIME will serve as a statewide clearinghouse or Resource Center of materials and information related to the recruitment of minorities into teaching. The purpose of the clearinghouse is to establish a holistic approach to the collection and dissemination of information relevant to improving the participation of minorities in teaching at all levels, including the documentation and dissemination of successful strategies being employed throughout the nation. We will (a) establish a computerized database, (b) develop a statewide network of recruitment programs, (c) coordinate research activities, (d) actively disseminate information to Network and PRIME participants, and (e) provide all PRIME participants with training and opportunities to access and use the Center resources.

Conclusion

Project PRIME looks forward to five years of collaborative effort from a committed body of institutions that will produce dramatic increases in the number of minority students who enter careers in teaching, especially in the areas of mathematics and science. The comprehensive effort will carry out a comprehensive program of activities that provides early identification of minority teacher candidates and continuing support through middle and high school.

"Why the Disappearance of African American Educators?": A Theoretical Paper With Some Recommended Strategies for Recruitment and Retention

Evelyn Blanch
Central State University

In recent years, the decline in the number of minority students, particularly African Americans, who are entering the professions of education both secondary and post-secondary is disastrous. Such careers shift away from the educational arena was noticed during the Reagan/Bush Administration when many black high school graduates elected to enter armed services, enroll in technical or trade schools, or finish their educational pursuits in non-teaching professions. Minority teachers comprised only 5% of the teaching force in 1990. This is significantly lower than ten years earlier when minority teachers comprised 12% of the teaching force (U. S. Bureau of Statistics, 1990). Future projections indicate that "exclusively" white teachers educate both black and white children. These projections result from dwindling numbers of black educators. Such decline has generated major concerns from National Education Association, The American Federation of Teachers and both state and local government officials.

In the 1990s the outlook of African Americans entering the education professions is bleak. This downsizing of black educators has become so drastic that some scholars have referred to black teachers and principals as an "endangered species," (Coles, 1986).

Often black teachers are the only positive role models that black and white children may have a diversified relationship with (Adair, 1984). According to Adair, often black teachers view themselves as responsible for nurturing and preparing black youth for future challenges. Such downsizing of minority educators consequently becomes ludicrous.

Anrig (1986) attributed the decline of African American educators to one main theme—the institutionalization of teacher competency base examinations. This generalization suggests that minority students are not prepared to compete and that the onset of testing prevents education as a career choice.

It is frivolous to ponder such projection. However, the writer must take issue with this explanation as to the reason: **"Why African Americans are not pursing the teaching profession"?** It is this writer's speculations that such tests would not discourage blacks from entering educational careers. However, the challenge is for teacher preparatory programs need to provide all students with the background information necessary to pass such tests. Indeed testing centers must be challenged to develop more reliable tests that will identify affective traits that will contribute to effective instruction for a diverse culture.

It is precisely the writer's position that there are more prudent reasons that have contributed to the downsizing of African American educators:

1. First, according to Department of Education, across the nation there is a drastic decline in the numbers of students (both black and white) entering the teacher profession (NCES, 1990).

2. Second, African American students' career aspirations have been shifting directions since the 70s toward selections they perceive to be more prestigious.

3. Third, African American students are expanding their scope of positive role models many of which educators no longer hold ratings. In the 1990s, CEOs, doctors, attorneys and entrepreneurs are more likely to head the list of black student's role models instead of educators.

4. Fourth, personnel decisions resulting in the firing and transferring of many black teachers as a result of school desegregation affected the downsizing (Ethridge,1979). The present study indicated that an estimate of a least 39,386 documented cases of black teachers losing their jobs in 17 southern states.

5. The estimated salary range for first year teacher is atrocious.

6. Worst of all, the acts of violence and disruptive behaviors in schools are two discouraging elements.

These are the major reasons that African American college students are making career decisions leading to the diminution in the numbers of black educators. The implications are that many of the recruitment problems that existed in the early 1960s on predominantly white college campuses also exist in the 1990s. New directions are needed to retain and recruit minority students into the education profession. Such recruitment must involve faculty and departmental commitment. Unfortunately, not all faculty feels the necessity of minority representation in the teaching profession. All too often, minority students (particularly African American students) have been short changed as college recruiters package programs and make admission offers. The writer would be remiss if no recommended actions or tactics were suggested to increase the number of African American educators.

Recommended Strategies for Recruitment and Retention of African American Educators

1. Publicize the need at more historically black colleges and universities (HBCUs);
2. Provide special scholarships for inner city school seniors;
3. Make administrators accountable for the employment practices of minorities;
4. Permit provisional vocational-technical certificates for minority personnel who teach at secondary level;
5. Acquire resources to support internships with the private sector for minority secondary academic and vocational teachers;
6. Conduct "booster" educational career workshops tailored to minority students;
7. Provide mentor programs for minority first year teachers with retiring minority teachers;
8. Employ minority instructional aides and provide scholarship programs as they work toward a degree;
9. Model after successful minority recruitment school district programs such as (Oklahoma Minority Teacher Recruitment Model; Minnesota Multicultural Teacher Development Project; South Carolina Teacher Cadet/Pro Team Program and The Teacher Opportunity Corps in New York);
10. Pool minority vita banks for educators;
11. Permit minors in education for non-education majors;
12. Permit students enrolled in the college of education to teach earlier in their academic career;

13. Collaborate with the private sector in sponsoring dual scholarship for inner city students
14. Petition those colleges of Education that have low enrollment rates of minorities;
15. Start outreach programs for recruitment of junior high students as education majors;
16. Establish early intervention programs for minorities pursuing education coupled with support services;
17. Propose local legislation to address the problem of the decreasing numbers of minorities;
18. Encourage and provide minority staff professional development;
19. Design teacher education departments curriculum to reflect diversity of the 1990s; and
20. Plan strategies to assure teacher certification of minority candidates.

Conclusions

One would hope, that as we progress during the 1990s that the odds will change to increase the numbers of minority students in educational programs across the nation.

References

Adair, A. V. (1984). Desegregation: The Inclusion Of Black Progress. Lanhman, MD: University Press of American.

Angrid, G. R. (1986). "Teacher Education and Teacher Testing: The Risk To Mandate". Phi Delta Kappan, 67, 447-51.

Cole., J. (1990). "African American College Students" (speech).

National Education Association (1986). "Status of the American Public School Teacher".

Recruitment and Retention of Minority Teachers in Early Childhood Exceptional Education

Toni Griego Jones and Lee Allen
University of Wisconsin-Milwaukee

There is no shortage of rhetoric about the importance of recruiting members of minority groups into teacher preparation. And, although there are those who question the commitment of higher education to recruit and retain minorities in their programs, most colleges and universities have initiated programs to attract minorities into education. Results have been discouraging, however, as there has been little progress in efforts to bring underrepresented populations into public education. After a short lived increase in African Americans entering teaching in the early 1970s, there has been a steady decline in the number of any and all minority students entering education (Carter & Wilson, 1989).

Certain areas of education are particularly in need of minority teachers. Specialized areas such as exceptional education, early childhood, and bilingual education serve high numbers of minority children and it is particularly important to recruit minority teacher candidates into those fields. This paper describes a federally funded project designed to recruit and prepare students from underrepresented populations into programs that provide early intervention services to young children with exceptional needs. The preservice project at the University of Wisconsin-Milwaukee, entitled "Respecting the Full Range of Diversity Across Early Childhood Settings", is beginning its second year of operation with nineteen students working toward certification in Early Childhood Exceptional Education, and where appropriate, in Bilingual Education as well. The assessment component of this project is the focus of this paper.

Assessment of programs in place is important in order to identify and understand factors that contribute to successful recruitment efforts. Further, university personnel must understand what they need to provide in order to facilitate completion of teacher preparation programs by minority students.

By documenting progress toward meeting goals and objectives of recruitment and retention efforts, evaluations have identified many factors crucial to recruiting and sustaining minorities in higher education. For example, evaluations conclude that recruiting from targeted pools such as paraprofessionals and teacher aides, two year community colleges, and minority studies programs is more successful than recruiting from traditional sources such as high schools (AACTE, 1989; Milton, Jackson, & French, 1991). Documentation also tells us that personal and social, as well as academic, mentoring and counseling at the university is crucial to sustaining minorities on campus. In most cases evaluation and documentation have reported on university support systems and project activities and, to some extent, on professional development content (course work, field experiences). What has not been well documented are the internal changes taking place in individuals, in the dynamic of developing human potential as students grow in their university experience.

This Early Intervention preservice project has all the traditional evaluation components but goes beyond them to attempt documenting changes in personal skills, knowledge, attitudes, and students' beliefs about their own potential. Too often assessment stops at the level of evaluating whether a project met its goals and objectives in terms of numbers recruited and graduated. The real accomplishments of recruitment and retention projects, however, are in the individual growth and changes in behavior and attitudes of prospective minority teachers. It is equally important, then, to understand what contributes to the personal and professional growth in minority teacher candidates. What is it that transforms them from at-risk, non-traditional students to successful practitioners in their chosen profession?

The project's overall evaluation plan is both formative and summative utilizing a variety of data collection methods including personal interviews, student and staff surveys, formal feedback such as academic records, and informal feedback from student and staff seminars.

Most of the applicants for this Project were recruited from local early childhood settings. They worked as aides, volunteers, paraprofessionals, or in clerical positions so they knew a great deal about their future student populations. Project staff also looked for candidates who had children of their own with special needs. Because students had experience with exceptional needs children, (their own or at their workplace), they came to the teacher preparation program with understandings that most traditional students don't have. They felt if they could just get through the university preparation experience, they could apply their knowledge of minority communities and special needs as licensed teachers in the workplace.

After one year, academic records indicated that 14 part time and 5 full time students are enrolled in the certification program. All have completed basic courses such as Introduction to Teaching and are working on general education requirements. An analysis of contact logs kept by the project coordinator indicated that as the year progressed, students' needs and concerns began to change. Initially the students' contacts with the project coordinator centered on administrative (for example, registration, stipend payments, paperwork) and academic (for example, difficulties with classes, forming study groups, utilizing the writing center) concerns. As the year progressed however, the topic of contacts changed from administrative and academic issues to personal issues. Students began to ask for help with child care for their children, with health problems, car pooling, and stress. Project staff responded by planning strategies for providing support for students' families. For example, on a Saturday morning before final exams, the University Day Care Center was opened and Project staff showed movies and planned games and activities for families so that Project students could study at the library. At noon the families gathered and had lunch at McDonald's, compliments of McDonald's. Formal feedback such as grade reports combined with students' accounts to help identify students who were having difficulties so that additional tutoring and mentoring support could be provided. For example, students' frustrating experience with a course in Exceptional Education pointed out the need to accurately assess students' prerequisite readiness for higher level courses. Even when students were successful in the course, they experienced self-doubt and lack of confidence. Project staff then attended to assessing readiness for classes by discussing upcoming courses with students and checking transcripts. Constant, ongoing responsive modifications such as these have contributed to the success of retention.

The Project evaluation component eventually calls for a competency self-assessment survey to determine perceived self learning and changes in knowledge and skills of students as they progress through their programs. Interviews with employers and families will also help assess effectiveness of the Project and data on grades, graduation, and recommendations for certification will contribute to the assessment.

Personal Growth and Development

Information obtained from student interviews six months into the Project year indicated areas to include in assessing personal growth and development. Data suggested that it is possible to document changes in attitude and beliefs about abilities and potential as well as knowledge and skills. It is important to understand and document attitudes and beliefs that determine how people utilize knowledge and skills.

The following lists the more subjective, qualitative findings from personal interviews with students. The Project Coordinator conducted formal interviews with each student using a semi-structured protocol to collect data on a consistent set of questions. Questions elicited information about students' expectations of the program, negative and positive experiences, and changes that have taken place as a result of participation in the program. Comments suggested the type of internal changes that were beginning to take place in students with respect to skills, knowledge, attitudes, and beliefs. Knowledge here can be defined as acquaintance with or understanding of facts and techniques. Students indicated they were beginning to understand two kinds of "knowledge". First of course, they learned course content from the Early Childhood Exceptional Education classes and in one case from the Bilingual Certification program. Students also learned about things like registration procedures and how to use the library and computers. Through seminars and the writing lab they learned about study skills and resources available to them. Secondly, and just as important, they were beginning to be aware of certain kinds of informal understandings that university students learn through experience. Some of these informal understandings were:

Knowledge

- Informal networks, rules, procedures of bureaucratic institutions
- Expanded career opportunities learned from contacts with professionals associated with the Project
- Realities of achieving university academic success. For example, some students were learning to take courses at opportune times such as "summer sessions when difficult classes are smaller and we have more personal attention." They were beginning to be selective in registering for classes with certain professors, and attending to pre-requisites for classes.

Skills

It is often difficult to separate knowledge from skills, so the separation in some cases is arbitrary. Skill is the ability to use one's knowledge effectively and readily in execution or performance. Students happily described being able to deal with situations more effectively as a result of opportunities arising from participation in the project. Some of the personal skills identified by students in their interviews were increasing ability:

- to organize and manage time and resources;to coordinate and change work schedules, family schedules; to structure a more efficient routine
- in interpersonal skills, how to win friends and influence people and to "make friends with people from different backgrounds"
- to apply knowledge of institutions and process to their own situations. For example, several students said they used what they learned about criteria for judging effective Early Childhood programs in selecting child care for their own children.

- to help others with their expanded knowledge about interventions and opportunities available; they were able to "get other parents on the right track"
- to develop personal support networks to help with child care, studying, rides, etc.
- to pace themselves in their classes, taking "three to four weeks in summer, then after a week take another, not two classes at a time"
- to accept and utilize criticism/feedback
- to "get into new things"; had increased knowledge of own skills they could build upon and felt more ready to take risks in learning
- to access resources such as university library, faculty, other "experts" in advising office, teacher certification, financial aid
- to apply study skills such as recording lectures, taking notes

Attitudes. Attitude is a psychological construct that denotes a mental position or a feeling toward something. It always involves affect toward given facts or states. Students were learning many things and developing attitudes about them in relation to themselves. Attitudes most frequently apparent in interviews were:

- felt more confident in their own knowledge and opinions
- appreciated their effect/influence on members of their families
- were proud of themselves and became aware of the pride of others in them; were "shocked" they passed classes but proud
- increased expectations of self, in self-worth; "won't be satisfied with just a little bit now - I want it all"; "aspirations so much greater"
- felt satisfaction about accomplishing "hard work"
- began to think of their "older" status as students as a positive rather than a negative
- appreciated their own work experience in Early Childhood settings
- some felt accountable for using stipend money wisely

Beliefs. A belief is a conviction of the truth of a statement or tenet. Students act upon their beliefs of self and the world around them. They may know about the university, they may have the skill to study, they may feel a positive affect toward a course, but if they don't believe they can and will succeed in their preparation program, chances are they won't. Beliefs about self are closely related to self-esteem and are important to evaluate although that is very difficult to do. In interviews students made statements that indicated they were integrating the following beliefs about themselves:

- believed themselves to be role models for their children and other minorities
- began to believe that the training program was "finishable"

- believed that obstacles were not necessarily a negative but could become positive learning experiences
- believed that achieving "little goals" helps to accomplish big ones
- believed their accomplishments were making them more valuable to their own families
- believed that they were doing better than expected
- believed they were responsible for their own learning; "If I take care of my responsibility as a student, I don't find fault with the professor."
- believed that professors were not making any exceptions for them as students in a special "minority" project
- believed that everyone was doing his/her best
- beleived that other students treated them like everyone else

Even after only six months in the program, changes were taking place within students and in all aspects of their lives. Many were experiencing increased support from family members -mothers reading to their children, husbands pitching in to take care of children, fiances driving students to classes, and so forth. Two had been promoted in their workplace, two found positions in the school system, another had received a pay raise. Above all, all were beginning to experience a "realization of (their) own talent and abilities" and the greater aspirations they held for themselves were becoming "internalized".

Summary

Even though individual recruitment and retention projects report success in bringing minorities into education, overall progress in certifying underrepresented populations is not encouraging. In order to understand what more must be done, evaluation must continue to document project implementation, including the types of supports, strategies, activities and completion outcomes that meet the stated goals and objectives of recruitment and retention projects. Beyond this, however, it is important to assess projects from another perspective - to look for the personal and professional growth in individuals that empowers them to become more effective university students and eventually teachers. This involves thinking of the strategies and activities as ways of developing human potential, not just as a means to meeting goals and objectives as measured in numbers. In the end, it is the changes in people, in their personal and professional growth that makes a recruitment and retention project successful. Further evaluation will identify factors that facilitate students' growth in the skills, knowledge, attitudes, and beliefs necessary to negotiate the intricacies of university experience and complete teacher preparation programs.

References

American Association of Colleges for Teacher Education (1989). Recruiting minority teachers. Washington, D.C.: AACTE Publications.

Carter, D.J., and Wilson, R. (1989). Eighth annual status report: Minorities in higher education. Washington, D.C.: American Council on Education.

Milton, J., Jackson, J. & French, R. (1991). Enabling minority teacher assistants to become teachers: A program in progress. In Middleton, E., Bickel, F., Barnard, H., Mason, E.J., & Fons, R.P., Eds. Recruitment and retention of minorities in education. The impact of nationwide school reform on the recruitment and retention of minorities. Lexington, KY: University of Kentucky.

Training Teachers for Diversity: A Model for Preparing and Retaining Minority Student Teachers

Norvella Carter
Illinois State University

Objectives For Session:

1) To present a proactive approach to clinical experiences that link with teacher education redesign and accrediting standards.

2) To outline elements essential to developing and maintaining a quality student teaching program.

3) To provide a model designed to assist educators in preparing and retaining minority student teachers.

It is evident that the ethnic background of students in our nation's classrooms is becoming increasingly diverse. According to 1991 Department of Education survey, 38.7 percent of the students enrolled in United States public schools were children of color, specifically, African American and Hispanic. This percentage is expected to rise dramatically over the next few years, producing a non-white student majority within the foreseeable future (Hodgkinson, 1988). The teacher workforce however, remains overwhelmingly white (Pasch, 1990).

Despite serious efforts to recruit minorities into the teaching profession, the number of minority teachers in classrooms around the United States has not increased. In a 1992 report prepared by the National Education Association, data collected in 1991 revealed that 86.6 percent of U.S. teachers were white, while the number of black teachers, 8 percent, was down from 8.1 percent in 1971. The same report stated that 3 percent of the nations' teachers were Hispanic, 1.4 percent Asian and Pacific Islander, and 0.9 percent were American Indian and Alaska natives.

In an effort to prepare and retain minority students in the teacher education program at the Chicago Teacher Education Center of Illinois State University, a new model of teacher preparation was implemented. The new model consisted of clearly defined content (pages 2 to 5) and five alterations to the existing program (pages 5 to 7).

CONTENT OF THE PROGRAM

PHASES OF STUDENT TEACHING

Student teaching phases are designed to gradually immerse the student teacher into the total teaching responsibility. Movement through the phases is the responsibility of the cooperating teacher. Student teachers work with a specific cooperating teacher. Through a team approach of planning and teaching, student teachers are gradually introduced to the responsibilities of the cooperating teacher until they assume the total control for the entire class. Regular conferences are held between the cooperating teacher and student teacher. The university consultant meets regularly with the student teachers. The university consultant formally observes and conferences with the student teacher a minimum of five times during the student teaching experience.

BUILDING ORIENTATION

The principal and staff of the student teacher's assigned building help the student teacher become familiar with the school staff and curriculum, with particular building procedures and operations and with the school's neighborhood and community.

ASSISTING IN THE BUILDING

To help the student teacher become acquainted with the role of the classroom teacher, the principal, the secretary and other support staff, the student teacher is requested to assist in a variety of tasks at his/her assigned building. The student teacher is encouraged to take the initiative in seeking out additional experiences to prepare for classroom teaching.

OBSERVATIONS BY STUDENT TEACHERS

Student teachers become familiar with the school staff and program by observing and assisting in their assigned classrooms. Scheduling for observations in unassigned classrooms are coordinated with school principals or his/her designate. Structured observations of classroom and special teachers provide the student teacher with opportunities to analyze elements of the teaching/learning environment. Through observations of a variety of organizational patterns and teaching styles, the student teacher is encouraged to confer his/her beliefs and values about teaching. Guidelines are given to the student teachers to help them focus on the varied aspect of teaching.

MINI-TEACHING

Mini-teaching serves the following purposes: 1) To refine the student teacher's skill in developing written lesson plans; 2) to establish a low-risk environment for student teachers for formally assuming the responsibilities of the teacher; 3) to help the student teacher assess his/her strengths and begin to set goals in areas needing improvement; 4) to familiarize the student teacher with the observation forms and criteria to be used in evaluating his/her performance in student teaching .

Student teachers will be expected to complete mini-lessons with small and large groups of students. Each lesson must have a written plan. The student teacher should write a self-evaluation. Additionally, the student teacher may request that the teacher give feedback on the lesson.

TUTORING

The student teacher will work with the building principal or his/her designate to select a student who would benefit from short-term, individual instruction. This could include students with above average ability as well as those needing remediation and reinforcement.

The student teacher will select and design material to meet specific learning objectives. He/she will maintain a daily lesson plan and log and be prepared to discuss (periodically) with the classroom teacher the methods and materials used in tutoring the child.

PROGRESSION INTO FULL-TIME TEACHING

Student teachers are gradually introduced to the many responsibilities of the classroom teacher and the dimensions of the teacher's role. From the beginning of their experience, it is expected that pupils will view student teachers as second teachers in the classroom.

Gradually and sequentially, student teachers assume the total responsibilities of the teachers. As the student teacher assumes responsibility for a specific subject area or group of students, he/she becomes responsible for the instructional planning. Student teachers will vary in the rate at which they can assume full teaching responsibilities. They should however, be able to assume the full responsibility of the classroom by the mid-point of the student teaching experience. Also, they should be able to carry full responsibility for a minimum of three weeks. During this time, student teachers will plan and teach lessons in all subject areas, and carry out all supervisory duties. Student teachers are to confer with their cooperating teachers about their long-range and daily plans. Instructional plans should be presented to the teacher with sufficient lead time to allow revisions and approval prior to the lesson's presentation.

CONFERENCES

Student teachers are expected to participate in weekly formal evaluation conferences with their cooperating teacher as well as daily planning and evaluation conferences.

Daily conferences are usually informal and generally deal with the day to day logistics of planning and implementing lessons and units which reflect the needs and interest of children in the class.

Weekly conferences are usually more formal and have definite purposes:

1. Allow for continuous feedback of the student teachers professional skills;
2. Guide the student teacher in a self-appraisal which can be used in setting weekly goals.

WEEKLY REVIEW AND GOAL-SETTING REPORT

The Weekly Review and Goal-Setting Report is designed as a vehicle to assist the student teacher and cooperating teacher in systematically moving the student teacher toward self-evaluation and goal-setting. By meeting on a weekly basis, the student teacher gains skills in: 1) recognizing areas of teacher strengths: 2) identifying skills to improve; and 3) setting realistic goals to achieve desired outcomes.

The report is completed each week by the student teacher with input and approval from the cooperating teacher. It is filed in his/her notebook in a readily accessible manner for review by the university consultant.

DAILY LESSON PLANS

It is expected that student teachers will develop daily written lesson plans which are readily available in the student teacher's classroom notebook for review by the cooperating teacher and the university consultant. Prior to teaching, the student teacher will assume responsibility for showing the plans to his/her cooperating teacher.

As student teachers progress in their ability to develop daily lesson plans, they may modify their lesson plan format with the guidance and approval of the cooperating teacher and university consultant.

UNIT PLANS

Student teachers will develop a written unit plan during practicum to demonstrate their ability to engage in long-range planning. The planning occurs after 5-6 weeks of practicum experience.

OBSERVATIONS BY COOPERATING TEACHERS

Cooperating teachers are asked to make formal observations of their student teachers each week. Other forms and feedback techniques are provided by university consultants throughout the semester.

In addition to the weekly written observations, daily feedback informal nature by the cooperating teacher is encouraged. It is most beneficial to the student teacher to receive feedback soon after the observation is made.

OBSERVATIONS BY THE UNIVERSITY CONSULTANTS

University consultants use a variety of feedback and observation techniques to provide the student teacher with both formative and summative evaluations.

Formative evaluations include a minimum of five classroom observations during the student teaching practicum. The first observation is scheduled at the convenience and preference of the student teacher. Additional observations are unannounced. Observations in the classrooms generally cover an entire subject period. After each of the observations, student teachers plan to spend time in conference with their consultant.

Consultants also provide feedback on student teachers' planning skills, curriculum development, and overall instructional management when they review lesson plans, units and learning centers. Cluster meetings, seminars and telephone contacts are also means by which consultants keep student teachers appraised of their progress.

CLUSTER MEETINGS

Cluster meetings are arranged by consultants with those student teachers that they are directly responsible for supervising. The meetings are held in the schools and may include cooperating teachers as well as student teachers. These cluster meetings are held before or after school or during lunch hour.

SEMINARS

Seminars are generally held at CMTEC on topics that are based on the needs of student teachers. Discipline, parent communications, resume writing and job seeking seminars also provide opportunities for the director to keep student teachers informed about policies, procedures, and time-lines pertaining to their student teaching and campus related matters.

EVALUATIONS

In addition to receiving formative evaluations through formal and informal observations, student teachers are provided comprehensive summative evaluations on two occasions during student teaching: at mid-term and again at the end of the assignment.

It is the intention that all feedback given to student teachers during their teaching practicum will lead to improved instruction. It is important for the student teacher, cooperating teacher and university consultant to recognize that the mid-term and final evaluation must adhere to comparative standards of how well the student teacher is performing in relation to other student teachers at their same stage of training and experience. This is somewhat different than earlier formative observations and feedback which report the student's individual progress toward mastering certain instructional goals. Specific forms and grading guidelines are provided for the mid-term and final evaluations.

ALTERATIONS TO EXISTING TEACHER EDUCATION PROGRAM

Chicago Metropolitan Teacher Education Center altered its teacher education program in five areas:

1. The core experience was redesigned. Core experience refers to the course work and clinical field experience for education students during their freshman, sophomore and junior years at the University. The alteration in the core experience was made in order to include multicultural education and diverse clinical experiences as early as possible. The change was implemented through course content, observation and tutoring in multicultural settings. Minority students indicated that early exposure to diverse class-

rooms provided a greater sense of comfort and enhanced their anticipation toward future teaching experiences.

2. Field experiences were changed. Alteration of the program included selection of school districts with diverse populations, for student teaching experiences. Urban and suburban school districts with multicultural student populations compose the pool of sites for student teaching field experiences. This change allows student teachers to train in a school system that may be desirable for future employment. It also enables the attainment of skills and development in multicultural classrooms.

3. A new core of urban and multicultural cooperating teachers were added to the program. School principals are playing a significant role in providing experienced cooperating teachers who are positive role models in classrooms of diverse students. University interaction is ongoing through meetings and seminar discussions.

4. A new team of university supervisors was added to the existing group. Supervisors who were former competent teachers in diverse settings have been selected by the university to work with student teachers. Some of the supervisors are practitioners who are superior teachers on loan from urban school districts for one or two semesters in order to work with the university in preparing teachers.

5. Student teacher seminars were redesigned. The university scheduled seminars throughout the semester that allowed students to express their concerns and interact with experienced practitioners. The students also prepared for employment opportunities through resume writing and mock interviews with principals and personnel superintendents from urban and multicultural suburban districts.

SUMMARY

The teacher education program at Illinois State University is reflective of a growing number of large teacher education centers that have had to redesign its program in order to prepare and retain minority students. Since inception of the program in 1991, five minority students have entered and successfully completed the student teaching program.

The added benefit to the alterations at Illinois State University is that all students are able to participate in a program that will prepare them to teach in a multicultural setting. This factor along with the success of minority students has made the alterations of the teacher education program practical as well as beneficial.

References

Hodgkinson, J. (1988). Using Demographic Data for Long-Range Planning. Phi Delta Kappan, 70,(2), p. 166-170.

Pasch, M. Krakow, M., Johnson, C., Slocum, H., Stapleton, E. (1990). The disappearing minority educator - no illusion. Urban Education, 25 (1) 207-218.

National Education Association (1992). Status of the American Public School Teachers, 1991-1992. Washington D.C.: NEA

Retention of African American Students in Higher Education

Patricia Dardaine-Ragguet, Sonja M. Feist, Duvon G. Winborne
University of Kentucky

Abstract

African American students (N=164) were selected from a predominantly White midwestern university. Subjects completed a 77 item questionnaire including demographics, student perspectives on enrollment, institutional support, and perceived barriers to success at the University. Findings suggested that newer students, freshmen and sophomores, encountered positive experiences and held favorable perceptions toward the institution, staff, and faculty. However, many of the upper classmen, juniors and seniors, expressed general dissatisfaction with the racial climate on campus and felt unsupported by faculty and staff during their years at the University. Interestingly, most African American students who enrolled (90 percent) never reached the sophomore year. Coupled with the response data, these results indicate that African American students who remain within predominantly White institutions will develop negative attitudes toward their experiences over time.

Many African Americans have faced obstacles in obtaining degrees from institutions of higher education, particularly from predominantly white colleges and universities. Recruitment efforts have intensified during the past two decades, but graduation statistics for African Americans are abysmal and reflect alarmingly high non-retention rates. In a 1988 report entitled "*One-Third of a Nation*" produced by the Commission on Minority Participation in Education and American Life, the view was stressed that "America is moving backward, not forward, in its effort to achieve the full participation of minority [-group] citizens in the life and prosperity of the nation" (p. 1). Following a period of growth from 1966 to 1976, college enrollments for African Americans leveled and even declined during subsequent years in contrast with increased enrollments for white students (Christoffell, 1986). Attrition exacerbates the problem of equal educational attainment for African Americans, as research suggests that only approximately 25 percent of those enrolling in college actually graduate within six years (Stewart, 1991; Lang and Ford, 1988; Wright, 1987; Clewell and Flicklen, 1986).

While numerous studies have examined factors that contribute to college retention and attrition, most of these initiatives have focused on the experiences of white students (Notel, 1978; Astin, 1977; Cope and Hannah, 1975). Research on factors that contribute to attrition for minority-group members, particularly for African Americans, is limited and has only recently begun to appear in the literature (Christoffell, 1986; Jenkins and Terrell, 1983; Astin, 1982; Rugg, 1982; Sedlacek and Webster, 1977). Most retention studies can be traced to the first part of this century, and the focus on non-white and minority-group students has been present only in the past 20 years. According to Ramist (1981), within 100 studies relating to college student retention, fewer than ten addressed issues of minority-group students.

Research on specific variables that influence African American persistence at predominantly white institutions is even more scarce. In part, this dearth of knowledge is due to the fact that most African Americans enrolled in college prior to 1960 attended historically African American institutions (Terrell and Wright, 1988). African American student enrollments in traditionally white institutions, therefore, presented a unique set of challenges for the institutions, researchers, and the students themselves (Terrell and Wright, 1988).

Examination of recent trends provides a vivid picture of the status of the African American pursuit of higher education. As cited in Lang and Ford (1988), a pattern of decline exists for proportions of African Americans 25 years of age or older who completed one to three years of college and fewer still have obtained bachelors' degrees. There exists a growing gap between whites and non-whites in higher education attainment, with an increased attrition rate of 1.9 percentage points between 1980 and 1985 for non-whites. In addition to differences between African American and white student retention rates, differences exist relative to female and male retention among African American students. For example, Hood (1990) conducted a study of enrollment and academic progress for African Americans enrolled in a predominantly white state university in the midwestern region. Results from this study indicated that, after the first three semesters, 34 percent of African American male students and 26 percent of African American female students had been academically dismissed. Although enrollment figures were not found to differ greatly by gender, African American male attrition was more likely to result from academic dismissal, while females most often left the institution voluntarily. After five semesters of tracking African American students, Hood reported that 41 percent of the males and 39 percent of the females in the sample remained enrolled.

As with other students, African Americans are expected to adjust readily to the college campus environment. Adjustment is expected irrespective of the fact that African Americans face barriers in college not usually encountered by their white counter parts (Christoffel, 1986; Fleming, 1984). Family resources are often limited for African American students, with many students hailing from near-poverty households (Terrell and Wright, 1988). Many students are the first in their families to ever attend college and cannot rely upon family members to provide academic support or to offer empathetic advice. Further, being a minority on campus may lead to feelings of loneliness and social isolation. Social isolation, in particular, is viewed by scholars as a leading cause of attrition among African American students (Valdez, Baron and Pounce, 1987; Fleming, 1984).

There are also issues of entitlement to a degree. Moreover, African American students may be led to believe that they are undeserving of degrees by faculty, students and staff at predominantly white colleges and universities (Duran, 1983; Young, 1983; Baron, Vasquez and Voldez, 1981; Nieves, 1977; Sedlacek and Brooks, 1976). These issues may be viewed as mere symptoms of poor race relations -- the underlying problem affecting African Americans and other students of color at white institutions of higher education. These students have a reduced likelihood of academic success and persistence within a negative or hostile racial environment (Nettles et. al., 1985; Bennet and Okinaka, 1984; Allen, 1981). Research suggests that racial climate may be the single, most important factor in retaining minority-group students (Bean and Hull, 1984; Edmonds, 1984; Burrell, 1979). Clearly, retention of African American students and eventual graduation are related directly to factors associated with the college or university environment.

Student retention may be viewed as a by-product of success and satisfaction (Noel, 1985). Specifically, those students who are fully integrated into social and academic systems of a college or university will have more positive perceptions of the institutional environment, participate more extensively in campus activities, and perform at a higher achievement level than other students who are not as integrated (Cope and Hannah, 1975; Tinto, 1975). Curriculum and teaching practices at white universities have traditionally reflected the mainstream culture, excluding other perspectives. As the general student population becomes increasingly diverse, issues related to the institutional environment must be addressed by White institutions to retain African American students.

Development and implementation of approaches to recruit and retain African American students and to graduate these students are complicated by the generally limited contact between students and faculty at universities (Kobrak, 1992). In contrast to small private and ethnic-based institutions, large public universities are designed essentially to impart knowledge without necessarily encouraging close student contact. Although teaching, along with research, remains a primary goal, many students and faculty at these universities do not seek personal interaction. In the case of faculty members, such lack of contact stems largely from meeting publication and public service requirements that are often more valued than teaching in the tenure process. The attachment of faculty rewards and or sanctions to the retention of African American students at primarily white universities and colleges may in fact serve to increase the declining percentage of African American graduates.

Academic and social barriers must be removed to address the complex problem of African American student retention in predominantly white colleges and universities (Kobrak,1992). Both African American and white scholars working on retention issues must assess carefully steps necessary to overcome the drop-out rate of students. As Keller (1988) observed in his review of the state of higher education, "...education planners, policymakers, and leaders must create new structures and experiment as never before, with deep compassion, to reverse the erosion in the number of Black students" (p.55). In a similar vein, Frierson (1991) suggests "...faculty should become more directly involved in various intervention efforts for students, and thereby improve their overall teaching effectiveness and develop a heightened sensitivity to minority students" (p.238).

The higher education community in the United States must make a concerted effort to reach out more strategically for increasing graduation rates for African American students. According to Kobrak (1992), this challenge falls primarily on the shoulder of the nation's predominantly white regional public universities, where most of these students are currently enrolled. Richardson (1989) went to the heart of the problem when he observed that such institutions will not be able to achieve proportional participation "by concentrating on well-prepared minority students". As he suggested, "There are simply not enough to go around" (p.A48). Richardson further emphasized that standards are not at issue, but rather "teaching strategies must accommodate the strengths and weaknesses of more diversely prepared learners" (p.A48).

The current study provides an empirical foundation for developing strategies to retain African American students at predominantly white institutions. Focusing on attitudinal differences relative to class standing (e.g., sophomores, seniors) the research explores changes in student viewpoint that might result from experiences within the institution. African American students at different stages of their education were surveyed on issues related to climate, support and perceived barriers. Comparisons are made in this study between the different class-rank groups, with the intent of understanding how views might relate to length of time within the institution. Essentially, this descriptive study provides critical insights into the experienced-based perceptions of African American college students, and the findings may be useful in forming effective retention strategies.

METHODS

The sample consisted of 117 females and 47 males, ranging in age from approximately 20 to 40 years. Relative to class standing, the majority of students (79 percent) were in their freshman year, with declining proportions of sophomore (11 percent), junior (7 percent) and senior (3 percent) -- see Table I.

Close to 90 percent of the African American students surveyed attended day classes. Nearly 56 percent of the students were enrolled in remedial programs, and the remaining sampled students represented a variety of colleges, including arts and sciences (23.8 percent), business (11.6 percent), education (1.8 percent), engineering (1.8 percent), first college (2.4 percent), and urban affairs (2.4 percent) -- refer to Table II.

A purposive sample was drawn to reach the targeted population since African American students are representative of less than one tenth of the student body. Student lists were generated from campus agencies with direct access to African American students through academic or cultural interactions. Subsequently, students were selected from each academic class -- freshman, sophomore, junior, and senior -- for participation in the study. Through telephone conversations, students were informed about the research purposes, and issues of confidentiality and anonymity. In addition, potential participants were assured that their involvement was entirely voluntary.

Campus agencies that assisted in the identification of African American students, also facilitated survey administration. Once students agreed to participate, they were informed of possible locations where the questionnaire could be obtained, completed the instrument in a quiet environment, and returned the completed questionnaire. Students were asked to complete the process within a three week data collection period. During the third week, follow-up telephone calls were made to students who had promised to participate in the study, but had not reported. A total of 164 students responded to the survey.

The survey instrument was designed to tap the attitudes of African American students toward a predominantly White University and campus environment. The instrument consisted of 77 items including student demographics, **enrollment**, **institutional support**, **perceived barriers**, and **personal responses**. Check lists were provided for the demographic portion, while a Likert scale was used to measure student attitudes in the three latter sections of the questionnaire. The six-point scale ranged from strongly disagree (1) to strongly agree (5), with an additional choice of does not apply (6). In the final part of the questionnaire, students were asked to select the two most important items from the three prior sections (i.e., enrollment, institutional support, and perceived barriers) that affected their decision to attend the University, and provide brief explanations for each selection.

The **enrollment** segment of the schedule focused on student motives for enrolling at the institution. These nineteen items contained diverse statements including contacts, financial aid, and the reputation of the University. **Institutional support** (18 items) identified possible resources available to students during their tenure. Faculty, administrators, and other students were some of the potential areas of institutional support covered in this section of the questionnaire. The penultimate section, **perceived barriers** (18 items), provided brief descriptions of experiences or situations that could thwart students from academic and social success while attending the University.

RESULTS

Factor analysis identified three major conceptual constructs consistent with sections outlined in the questionnaire: **enrollment factors** (19 items; Chronbach alpha =.88), **institutional support** (18 items; Chronbach alpha =.92), and **barriers perceived** by African American students (18 items; Chronbach alpha =.74). Index scores on three constructs were generated for each subject in the sample. Scores were obtained by averaging non-neutral response values given for each item, and multiplying the sum by ten. This process resulted in index values that ranged from 10 to 40 for each of the three constructs.

Students 30 years or older felt that they were not receiving adequate support from the institution (F=6.30(2), p<.01). This level of perception for the higher age group contrasted sharply with the perceptions of students aged 23 to 29 years, and students under 23 years of age. This finding indicates that older students who likely have greater awareness of resources in the institution felt that the support was not forthcoming. When comparisons were made of upper classmen (i.e., juniors, seniors) and students with lower class standing (i.e., freshman, sophomore), findings revealed differences in their experiences with discrimination. Specifically, upperclassmen "agreed" that they experienced discrimination from faculty, staff and students with greater frequency (^{2}=12.89(1), p<.01. Lower classmen did not tend to reflect as many experiences with discrimination as their counterparts.

Significantly different overall impressions were found for the two class rank groups (${}_2=5.6(1)$, $p<.05$). Upper classmen more frequently indicated "disagreement" with statements about the positive nature of experience with the institution. The group of lower classmen appeared to view the University experience in a more positive fashion. Survey data suggested that the initial contacts for the two class-rank groups were generally positive. While there was no difference in the response frequency for these two groups, the analysis reflects a change in upper classmen as they spend more time in the institution. The change is from positive outlook to a view that appears to reflect alienation from other students and the faculty.

DISCUSSION

Three major constructs were identified in the survey conducted with undergraduate African American students at the predominantly White institution. Responses were obtained from the sample of students in the areas of "**enrollment factors**," "**institutional support**," and "**perceived barriers**." The constructs were structured to determine the general academic environment and their experiences in the classroom based on age and class rank.

It appeared from data gathered in this research that African American students who spend more time at a predominantly White university are likely to experience discrimination from various sources. Students with lower class rankings tended to see the institution in a positive fashion, but this view appears to change as the students attain higher class ranks. Essentially, the upper ranking students seemed to view their university experience more negatively than those in the lower class ranks. This view appeared to be shaped by experiences of discrimination from staff, faculty, and even other students.

One important, yet indirect finding from the data, was that a strikingly lower proportion of African American students was found in the upper class ranks. The analysis of the data was even influenced by this reality. Moreover, nonparametric statistical methods were employed to accommodate the sharply different frequencies for class ranked groups. Technical considerations notwithstanding, this proportional difference revealed the extremely large attrition that took place at this university between the freshman year and the more advanced academic years, suggesting an environment that was not supportive of African American students. This indirect finding is, perhaps, the most relevant outcome of this research.

Data from this study provide useful information about the social and academic climate faced by African American students at a predominantly White institution. Further research, however, is needed in the area of psychosocial, cultural and economic barriers faced by these students. Studies should probe classroom dynamics that might cause students to perform poorly, as well as relationships between faculty expectations and student performance. Further, research should be conducted to understand experiences and options for those African American students who leave college prior to graduating. Understanding reasons for leaving will likely produce more effective retention strategies for African American students.

References

Allen, W. R. (1981). Correlates of black student adjustment, achievement, and aspirations at a predominantly white southern university. In G. E. Thomas (Ed.), Black students in higher education: Conditions and experience in the 1970's. Westport, CT: Greenwood Press.

Astin, A. W. (1977). Four critical years: Effects of college on beliefs, attitudes, and knowledge. San Francisco: Jossey-Bass Publishers, Inc.

Astin, A. W. (1982). Minorities in American higher education: Recent trends, current prospects, and recommendations. San Francisco: Jossey-Bass Publishers, Inc.

Baron, O., Vasquez, M., & Valdez, W. (1981). Studies of college attrition: 1950-1975. Reviewof Educational Research, 48(1), 49-101.

Beal, P. E., & Noel, L. (1980). What works in student retention. Iowa City, Iowa; American College Testing Program and National Center for Higher Education Management Systems.

Bean, J. P., & Hull, D. F., Jr. (1984). The determinants of black and white students attrition at a major southern state university. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.

Bennet, C. & Okinaka, A. (1984). Explanation of black student attrition in predominantly black universities. Integrated Education,22, 73-80.

Burrell, L. F. (1979). Perception of administrators and minority students of minority student experience on predominantly white campuses. Barre, VT: Northgut Studio Press.

Christoffel, P. (1986). Minority student access and retention: A review. Research and Development Update. New York: Wiley and Sons.

Clewell, B. C. & Ficklen, M. S. (1986). Improving minority retention in higher education: A search for effective institutional practices. Princeton, NJ: Educational Testing.

Commission on Minority Participation in Education and American Life. (1988). One-third of a nation. Washington, DC: American Council on Education and the Education Commission of the States.

Cope, R. G. & Hannah, G. (1975). Revolving college doors: The cause and consequences of dropping out, stopping out, and transferring. New York: Wiley and Sons.

Duran, G. (1983). Needs assessment strategy for Black students: An examination of stressers and program implications. Journal of Non-White Concerns, 12(3), 48-56.

Edmonds, G. J. (1984). Needs assessment strategy for black students: An examination of stressers and program implications. Journal of Non-White Concerns, 12(2), 48-56.

Fleming, J. (1984). Blacks in college: A comparative study of students' success in black and white institutions. San Francisco: Jossey-Bass Publishers, Inc.

Frierson, H. T. (1991). Intervention can make a difference: The impact on standardized tests and classroom participation. In W. R., Allen, E. G. Epps, & N. Z. Haniff (Eds.), College in Black and White: African American students in predominantly White and in historically Black public universities (pp. 225-238). Albany, NY: State University of New York Press.

Graves, M. F. (1988). Minorities on campus: A handbook for enhancing diversity. Washington, DC: American Council on Education.

Hood, D. W. (1992). Academic and non-cognitive factors affecting the retention of black men at a predominantly white university. Journal of Negro Education, 61(1), 12-23.

Jenkins, V. & Terrell, M. (1983). Retention of undergraduate minority students in institutions of higher education. Explorations in Ethnic Studies6(2), 24-33.

Keller, G. (1988/89). Review essay: Black students in higher education: Why so few? Planning for Higher Education, 17(3), 43-56.

Kobrak, P. (1992). Black student retention in predominantly white regional universities: The politics of faculty involvement. Journal of Negro Education, 61(4), 509-530.

Lang, M. & Flor, C. A. (Eds.) (1988). Black student retention in higher education. Springfield, IL: Charles C. Thomas, Publishers.

Lenning, O. T., Beal, P. E., & Sauer, K. (1980). Retention and attribution: Evidence for action and research. Boulder, Colorado: National Center for Higher Education Management Systems.

Nettles, M., Gosman, E. J.: Thoney, A. R., & Dandridge, B. A. (1985). Cause and consequences of college students performance: A focus on black and white students' attrition rates, progression rates and grade point averages. Nashville, TN: Tennessee Higher Education Commission.

Nieves, S. (1977). The role of self-concept in teaching the Black child and adolescent: A critical appraisal. Negro Education Review, 29, 213-219.

Noel, L. (1985). Increasing student retention: New Challenges and potential. In L. Noel, R.

Levitz, and D. Saluri (Eds.) Increasing student retention: Effective programs and practices for reducing the dropout rate. San Francisco: Jossey-Bass Publishers, Inc.

Noel, L. (Ed.) (1978). Reducing the dropout rate. San Francisco: Jossey-Bass Publishers, Inc.

Noel, L., Levitz, R., & Saluri, D. (Eds.) (1986). Increasing student retention. San Francisco: Jossey-Bass Publishers, Inc.

Ramist L. (1981). College student attrition (College Board Report No. 81-1). New York: College Entrance Examination Board.

Richardson, R. C. (1989, January 11). If minority students are to succeed in higher education, every rung of the educational ladder must be in place. The Chronicle of Higher Education, p. A48.

Rugg, E. A. (1982). A Longitudinal comparison of minority and non-minority college dropouts: Implications for retention improvement programs. Personnel and Guidance Journal, 6(4), 232-35.

Sedlacek, W. & Brooks, G. (1976). Racism in American education: A model for change. Chicago: Nelson-Hall.

Sedlacek, W. E. & Webster, D. W. (1977). Admission and retention of minority students in large universities. College Park, Maryland: University of Maryland.

Terrell, M. C. & Wright, D. J. (Eds.) (1988). From survival to success: Promoting minority student retention. Published by the National Association of Student Personnel Administrators, Inc.

Tinto, V. (1975). Dropout from higher education: A theoretical synthesis of recent research. Review of Educational Research, 45, 89-125.

Valdez, W., Baron, O., & Pounce, C. V. (1987). The truly disadvantaged. Chicago: The University of Chicago Press.

Wright, D. J. (Ed.) (1987). Responding to the needs of today's minority student. New Directions for Student Services, no. 28, San Francisco: Jossey-Bass, Summer 1987.

Table I
FREQUENCY AND PERCENT OF STUDENTS BY COLLEGE/DIVISION*
(N=164)

College/Division	Frequency	Percent
Arts and Sciences	39	23.8
Business	19	11.6
Education	3	1.8
Engineering	3	1.8
First College	4	2.4
*Special Studies	92	56.1
Urban Affairs	4	2.4

Table II
FREQUENCY AND PERCENT OF AFRICAN AMERICAN STUDENTS BY CLASS STANDING (N = 164)

Class Standing	Frequency	Percent
Freshman	129	78.7
Sophomore	18	11.0
Junior	11	6.7
Senior	5	3.0

Table III
RELIABILITY COEFFICIENTS AND NUMBER OF ITEMS FOR RETENTION INDICES IN STUDENT SURVEY (N=164)

Index	No. of Items	Reliability Coefficient
Enrollment	19	.88
Institutional Support	18	.92
Perceived Bariers	18	.74

Higher Education And The Bottom Line: Corporate America's Support Of Minorities In Education

Anne T. Dowling
Director of Corporate Contributions
Philip Morris Companies Inc.

I appreciate this chance to participate in such an important and timely conference. I can think of no more appropriate way to honor the legacy of Dr. King than to be here to discuss the vital importance to our nation of bringing more minorities into the teaching profession.

Over the past ten years, American business has become increasingly concerned about the nation's educational system. And for good reason: education has become a "bottom line" issue — one of survival. Most progressive businesses now recognize that to do well in the increasingly competitive global marketplace, they must have a well-educated, flexible work force. Companies need employees...from the factory floor up...who can adapt to change, work with computers, use a variety of analytical concepts and techniques, and communicate with an increasingly diverse group of colleagues.

This last point is vital. By the end of the 90s, most of the people entering the work force — an estimated two-thirds — will be women, immigrants, or minority group members. In fact, a full third of the new entrants will be minorities. At the same time, a majority of all new jobs will demand skills acquired only through training beyond high school. Yet at the start of the 90s, according to the U.S. Department of Education, minority students received only 13 percent of all baccalaureate degrees awarded. During the 1980s we lost the momentum begun with such promise in the 70s.

As you know, the statistics are even bleaker in the field of teaching. Last year's National Education Association survey found that while nearly one in three students in America's public schools belongs to a minority group, the vast majority of public school teachers are white. Only about 8 percent of the teachers are African American, only 3 percent are Hispanic, and only 1 percent are Asian. In business, we have come to understand that this nation is not so much a melting pot, as it is a uniquely American patchwork quilt — made up of very distinct groups, and relying on diversity for its beauty and strength. Members of these diverse groups need to be able to contribute fully if they are to reach their potential, and if American companies are to remain competitive in today's global marketplace. And so today, more than ever, we need minority teachers who can provide effective role models — and who can inspire minority students to choose careers in education.

How does a company like Philip Morris help achieve this goal?

You may think the answer is just. . . by funding programs. Our involvement certainly includes writing checks. But it also goes far beyond watching the money leave the bank. Before I talk about the kinds of programs Philip Morris supports with its education dollars, let me tell you something about the thinking behind our contributions — and our involvement in the programs we support. Our keen interest in issues of diversity in schools results from the happy coincidence of three critical concerns held at Philip Morris:

- a concern for enhancing the quality of life of our employees and the communities in which they live and work;
- the natural concern a corporation has for its own future; and
- a more profound interest — indeed a long-standing corporate commitment to equal opportunity for all, starting with equal educational opportunity.

I say "happy coincidence" because we have long acted on the principle that our business activities must make social sense, and our social activities must make business sense. Few efforts make more business sense than a strong, more-than-merely-adequate education at every level from kindergarten through the upper reaches of higher education. . . an education for all Americans — especially those who have traditionally been denied access to equal educational opportunity. In almost 40 years of making grants we have learned a great deal about matching our substantial, but nevertheless limited, resources with the overwhelming needs in our communities. In recent years, we have made an effort to sharpen our focus, to make sure that our dollars have maximum impact. Our watchword at Philip Morris has become "focused giving" — "making it count," through strategic, pro-active grants that speak to the specific social needs that concern us as a company.

We now focus on three major areas:

- The arts, where we have long had a prominent role as corporate pioneers.
- Hunger and nutrition, befitting our position as the nation's largest, and the world's second largest, food company.

- And education, reflecting our long-standing commitment to fair and equal opportunity for all, and our recognition of the nationwide need for a competitive, well-educated work force.

In the education area, Philip Morris already has committed nearly 34 million dollars in support during the 1990s alone. We have paid special attention to higher education programs with fresh approaches to teacher education and training, and to programs designed to attract minorities into education careers. Where possible, we look for projects that can lead to true systemic change in our nation's schools, by serving as models for other educators. I'd like to tell you about a few of the successful programs we are proud to support, particularly those involving recruitment and retention of minorities in education. I'll finish by talking briefly about some key features that Philip Morris — and more and more corporations — increasingly expect in grant applications.

Among specific educational programs we support, Teach For America is one the most exciting. Philip Morris was one of the earliest, and is the largest, supporter of this creative educational initiative. Most of you are probably familiar with this program. It was founded in 1989 by a dedicated young woman, Wendy Kopp, to recruit talented college graduates to teach for two years at understaffed, under-resourced public schools. Early last year, Philip Morris announced a three million dollar, three-year challenge grant to help Teach For America institutionalize its program. This was the second largest grant ever made by Philip Morris. The first, also for education, was a 5-year $5 million investment in the United Negro College Fund, a large portion of which is for faculty development. I would note here that while most of the grants I'm discussing today are quite large, the vast majority of our grants — 80% — are $20,000 and under.

Why are we backing Teach For America so strongly?

Because we are impressed with its innovative approach to solving a problem we care very much about — the nation's critical shortage of teachers. After just three years of operations, the program has 1,800 corps members and alumni, in 12 sites around the country. Equally important too is Teach For America's success in recruiting minorities. Of 800 graduates recruited in 1992, about 21 percent were African-American, 6 percent were Latino, and more than 7 percent were Asian-American. That means that just over one-third were members of minority groups — reflecting the actual demographic mix of public school students much better than the current pool of teachers. Wendy Kopp tells us that about 60 percent of Teach For America's first class are continuing to teach. And another 10 percent are remaining in the field of education. She also reports a strong applicant pool for future positions. The program has a 6.8 million dollar budget, and finished 1992 without a deficit. I'd say that's quite an encouraging report card.

Last year, we also announced a grant to a program aimed specifically at attracting bright minority college students into the teaching profession. Through a 2-year one million dollar contribution to the Foundation for Independent Higher Education, we are funding scholarships for minority students in teaching in eight states where we have major business operations, and a visiting black faculty initiative in Virginia. The 38 Philip Morris scholarships for the 1992-93 academic year went to 17 African Americans, 16 Hispanics, four Asian Americans, and one Native American. As part of the program, the scholarship students — like the participants in Teach for America — agree to teach in public schools for at least two years after graduating. We expect that many, if not most, of these young people will find the experience rewarding, and will remain in the profession.

The essence of this program, I think, was summed up eloquently by one of our teacher scholars, Elvia Ceja, a senior at Fresno Pacific College. Elvia's family moved to California from Mexico when she was seven years old. As a child, she often played teacher for the children she baby-sat, while her parents worked in the grape fields. Now, nearing the fulfillment of her personal dream, Elvia says that, as a teacher, she plans to help minority youth build the self-esteem and the confidence they desperately need. As she explains,

> With my serious commitment to education and my sincere desire to help our youth, I believe I can provide quality education, a positive learning environment, and love and respect for our youth as individuals. . . . I am confident that I can achieve success, and when I achieve it, I will keep looking back pulling up all those who are yearning for help.

As I mentioned, part of the grant to Foundation for Independent Higher Education goes toward a visiting black faculty program in Virginia, to attract permanent African-American faculty members to the participating colleges. We have been particularly interested in education in Virginia because we are one of the state's largest employers, with more than 12,000 Virginians in our workforce. The visiting black faculty program in Virginia is a uniquely cooperative venture, conducted jointly by fifteen member colleges of the Virginia Foundation for Independent Colleges. Through the program, each school welcomes an eminent visiting black faculty member, appointed for a semester or a school year. These visiting faculty members then serve as a field of candidates, and a network, for eventual permanent faculty appointments. In the meantime, the visiting professors provide role models for minority students — and they are asked to recommend ways of making their campuses more inclusive and receptive to diversity.

We have also combined our interest in the arts with our interests in education and diversity. Artists no longer find good teaching positions on the basis of their work alone — they need graduate degrees. The Philip Morris National Graduate Fellowship Program for Visual Artists of Color addresses that need by giving fellowships to talented minority artists enrolling in Masters of Fine Arts programs at any of five participating independent art colleges. The colleges match our grants, dollar for dollar. Based at the Maryland Institute, College of Art, the program also funds students at Cranbrook Academy of the Arts, the School of the Art Institute of Chicago, the California Institute of the Arts, and Yale University School of Art. Since 1990, we have committed more than 700,000 dollars to the program, funding 114 fellowships.

We were attracted to the program, which began in 1985. Because of its effectiveness in Yale's M.F.A. program, for instance, minority representation grew from 9% to 19%. Fellows of the program have won Fulbrights, N.E.A. grants, and their work has been exhibited at the Smithsonian Institution, the Whitney Museum of American Art, and major museums in Europe and Asia. We feel that the program has already gone a long way toward building a critical mass of minority artists with the credentials and training to play a major role in education and the arts. We have also announced a 150,000-dollar grant to the Massachusetts-based Institute for the Recruitment of Teachers.

Philip Morris is helping the Institute continue its three-year-old program to encourage minority students to pursue graduate degrees for careers as teachers at the secondary or college level. The Institute brings together 40 bright minority college students for a rigorous summer program to strengthen skills in analytical thinking, writing, and oral presentation. In classes that include practice teaching, interns learn how to organize a class period, and how to encourage and sustain meaningful discussions. One of the most critical aspects of the program is that it works to cut through the red tape of the graduate school admission process. A growing consortium of graduate schools — 19 so far — have agreed to standardize application procedures for the Institute's interns, and to provide them with financial support and faculty mentors if they are accepted. Program administrators expect that, by the end of 1995, The Institute will have been instrumental in developing over 150 new minority teachers of color for secondary schools and colleges. We think that's a terrific goal.

This and the other programs I've described today are a few examples of initiatives that can help make a real difference for minorities on the education scene. Ultimately, these programs can benefit not only the individuals who become teachers and professors, but also the institutions they enrich through their different points of view. . . and the students they will teach and inspire. At Philip Morris, we are proud to be part of this crucial effort.

Now, let me tell you about one of the relatively new elements our company looks for — and, in fact, is starting to insist upon — in return for our corporate dollars, especially in the case of large, multi-year grants. Like many companies, we are learning to apply the kind of strategic planning we use in our business activities. . . to our corporate citizenship programs. Specifically, we need to know that the programs we fund are working. Our executives have to be able to tell our shareholders how we know our money — their money — is doing what it's supposed to do.

So, with hundreds of requests coming to us every week, we look for programs that have three characteristics. One characteristic is a clear set of goals. Another is a well-defined course of action. And the third is a plan for program evaluation. In fact, at Philip Morris, we now require a formal, built-in evaluation process for every program for which we commit 100,000 dollars or more. This doesn't mean that we expect every program to work. We are not averse to taking risks in our business or in our approach to corporate philanthropy. Teach For America may not succeed in becoming a permanent part of the education landscape, but we recognize there is also much to learn from what didn't work. Again, we are not alone in our emphasis on evaluation. As the competition for corporate funding gets even more intense, the winners increasingly will be those who can combine the best program with the best plans for monitoring and measuring results.

Like you, then, we are looking for programs that work. We also feel that we have found them, sometimes through requests for proposals, sometimes through extensive meetings and requests for clarifications and improvements. Our partnership with education reformers works because the real bottom line, for successful collaboration between corporate America and non-profit institutions, is a shared common vision of what can — and must — be done to make our society better. The substance of these annual conferences, as well as the work you are doing every day, demonstrate that we in this room share that common vision about education. Together, we can have a positive impact on our country's welfare.

Again, thank you for giving me the opportunity to discuss Philip Morris's commitment to equal educational opportunity on this day when we honor one of our nation's greatest leaders in the struggle for equal justice.

Public School/University Partnerships for the Recruitment and Retention of Minorities in Teacher Education: New Programs, A Descriptive Assessment

Glenn Allen Doston and Samuel Hylton Bolden, Ohio University
Assisted by Kathy White, Collinwood High School

Introduction

During the 1970's many educators began to acknowledge the demise of minority teachers in the United States as a very serious problem. In the 1990's the recruitment and retention of minorities in teacher education continues to be a monumental problem. While there are numerous national, state and local "efforts" to solve this dilemma, very serious work remains ahead.

Years of education "reform" reports during the entire decade of the eighties produced recommendation upon recommendation regarding attracting and retaining minorities in teacher education yet, attracting minorities to the teaching profession remains an elusive goal.

In many states, efforts to recruit and retain minorities in teacher education includes collaborative partnerships between teacher preparation institutions and public school systems. The authors believe that these linkages can be one of the most effective ways of achieving the goal of increasing the number of minority educators

By developing professional development school collaborative relationships as advocated by the Holmes Group (TOMORROW'S SCHOOLS) with schools that have high minority percentages and particularly those with thematic programs aimed toward the teaching professions, institutions of higher education can be very effective in recruiting minorities into the teaching profession.

The purpose of this paper is to describe and access the impact potential for recruiting and retaining minorities in teacher education based on a collaborative relationship between Collinwood High School (Cleveland, Ohio) and Ohio University, (Athens, Ohio). The University's participation in the Teaching Leadership Consortium will also be described.

Partnership Participants

Collinwood High School is located in Cleveland, Ohio with an enrollment of approximately 1,200 students in grades nine through twelve and is about 90 percent Black. The students reside in the school's immediate community and is the only district high school in which students are not bussed under the districts desegregation plan. While the local community around Collinwood is experiencing redevelopment, the problems that confront urban education in many parts of the United States are evident. Teachers report a decline in attendance, large numbers of failures and poor attitudes toward classwork.

As part of Magnet School programs, Collinwood houses the thematic high school program geared toward the teaching professions. This program is designed to generate student interest and awareness of the requirements and expectations of the teaching profession. The program was designed and coordinated by the school staff and teacher training personnel from colleges and universities with General Electric as corporate partner.

Ohio University's College of Education was established in 1831 and was the first university in the State to offer a teacher training certificate. The bachelor's degree has been awarded since 1892, the master's degree since 1931, and the doctoral degree since 1961. The College of Education provides the opportunity for students admitted to pursue a variety of teaching and school service areas.

Historical Overview of Partnership

During the academic year 1990-91, the Associate Dean of the College of Education, Ohio University, initiated conversation with the Cleveland Public Schools and Collinwood High School officials regarding the possibility of establishing a partnership. With the knowledge of Collinwood's thematic program in the teaching professions, the College of Education in collaboration with Collinwood was interested in developing a practical response to the need for recruiting and retaining minority students in the teaching profession.

As a result of some very productive meetings between Ohio University and Collinwood staff members, a joint proposal was developed for bringing 20-25 junior level students in the teaching professions program to Ohio University during the month of June, 1991. The purpose of the week-long program was to conduct an intensive one-week summer orientation designed to assist in the development of study skills, provide tutoring in academic areas and orient the students to the college environment. Students from Collinwood were also enrolled in a course designed for pre-education students. A total of twenty students from Collinwood participated in the program, six males and 14 females. The proposal was funded by the College of Education, The Cleveland Foundation, The Jennings Foundation and Collinwood High School.

Today, Collinwood High School and Ohio University are continuing to collaborate with the university placing student teachers in the Cleveland system and planning jointly professional development training for university and high school staff.

In February 1992, a formal proposal was submitted to Collinwood High School and approved by the thematic program staff to enter into a professional development relationship with Ohio University.

A Description of the Thematic Program at Collinwood

In the fall of 1989, the Collinwood Thematic Teaching Professions staff initiated a program aimed at attracting students to the teaching profession. The mission of the Teaching Professions Thematic Program is to provide students with an academic program geared toward becoming admissible for entry into a college or university program in teacher education and to provide a specialized delivery of academic subjects and experiences unique to the field of education.

Students enrolled in the Teaching Professions Thematic High School attend many of the classes in the existing curricular structure, however special program elective classes include: technological tools for tomorrow's new teachers; how we learn; child psychology; methods of instruction and internship/observation. Students are also required to participate in a co-curricular activity, tomorrow's new teachers, which requires the participants to serve the community by tutoring children at various levels in local schools.

The purpose of the thematic program also includes enhancing collaboration between Collinwood High School and a number of colleges and universities to ensure placement and hopefully establish a design that will ease the financial burden on the students.

Goals of the Thematic High School Program

1. To develop an awareness, appreciation, and understanding of the standards of the teaching profession.

2. To develop an awareness of the needs of others through personal growth and experience.

3. To further develop social and communication skills through a variety of creative learning activities and through positive role modeling by college/university/school educators.

4. To further develop skills for college entrance and success.

5. To increase their awareness of job responsibilities.

The intensified academic curriculum is intended to meet or exceed requirements for entry into a four year college or university by preparing students with a foundation for postsecondary success through a mastery of basic competencies and exposure to teaching skills, combining theory with application.

At Collinwood a total team approach is utilized in terms of expectations. Students are required to maintain a "C" average or higher, have a 95% attendance rate, complete two hours of homework per night and maintain a positive attitude. Parents are expected to enter a contractual agreement in support of program objectives and student expectations, participate in monthly meetings and classroom observations. Teachers must demonstrate a cooperative attitude and professional demeanor, put forth additional time and effort to ensure program credibility, serve as student advisors, participate in team teaching and participate in professional growth activities.

To enter the Teaching Professions program at Collinwood High School you must be a ninth grade Cleveland public school student with an interest in teacher education. The program begins each fall and is a four year program. The first class of 23 will graduate this year. Benefits of successfully completing the program include accelerated admission status with cooperating institutions of higher education and first consideration for a position of employment with the Cleveland Public Schools following certification in teaching by the State of Ohio.

Collinwood High School Teaching Professions Thematic Course Schedule

Ninth Grade

English I
Algebra I or Geometry
World History
Biology
Foreign Language
Fine Arts
Technological Tools for Tomorrow's New Teachers
Co-curricular Activity (TNT)

Tenth Grade

English II
Geometry or Algebra II/Trigonometry
Chemistry
Foreign Language
Advanced Computer Science
Physical Education
How We Learn — General and Special Needs in Education
Co-curricular Activity (TNT)

Eleventh Grade

English III
American History
Algebra III/Trigonometry or Advanced Math
Physics
Foreign Language
Oral Communication and Delivery
Child Psychology Methods
Co-curricular Activity (TNT)

Twelfth Grade

English IV
Advanced Math or Calculus
Advanced Placement Biology
Health/Government
Foreign Language
Internship/Observation
Co-curricular Activity (TNT)

Initiatives for the Collinwood High School / Ohio University Partnership

1. A Summer Institute for Collinwood Thematic Students at Ohio University included 11th grade participants (June 1991).
2. An overnight experience for Thematic Students to include university orientation, classroom observation, meeting with Ohio University students from the Cleveland area.
3. Shared Inquiry workshops for Collinwood and Ohio University staff members.
4. Placement of Ohio University Teacher Education students for early field experiences.
5. Recruitment of teaching professions graduates from Collinwood for entry into Ohio University's teacher preparation programs.
6. Joint efforts for collaborative in action on site research.
7. Offering methods courses in the high school setting taught by Ohio University professors and Collinwood teachers.

Currently there are one-hundred-fifteen students enrolled in the program in grades nine through twelve. We believe that if institutions of higher education are serious about helping to solve the dilemma of the shortage of minority educators, the twenty-three graduates of Collinwood's Thematic Teaching Professions Program will have few obstacles entering teacher training programs. The attraction and preparation of more minorities to teaching must be one of our highest priorities. Programs of this nature are not the only solution but we believe they can make a difference.

Ohio University and The Teaching Leadership Consortium (TLC-Ohio)

The TLC-Ohio developed as a collaborative between five universities in Ohio to increase the number of minority teachers and strengthen the preparation of all teachers in teacher education. Funded by the Ford Foundation (with assistance from The Cleveland Foundation and The Ohio Board of Regents) the consortium began in 1989 and includes the following institutions: Cleveland State University; Kent State University; University of Cincinnati; Ohio State University; and Ohio University. Ohio is one of eight states in the nation targeted for participation in this Ford Foundation project, and it is the only northern state participating to date.

Ohio University's College of Education, in keeping with its commitment to university accessibility and to educating representatives of many ethnic groups, has developed a practical response to the need for recruiting Black, Appalachian, and Hispanic students. The College of Education's sense of responsibility has been built into a plan that has measurable goals and it seeks to enrich the lives of tomorrow's citizens and leaders by exposing them to ideas and experiences that broaden the world and ensure a deeper appreciation of cultural and ethnic differences.

The Ohio University TLC is specifically designed for minority high school students who reside in the 28-county Southeast Ohio region. Once initial students were recruited, TLC focused on: high school/university articulation; early intervention recruitment to identify minority scholars; mentoring, tutorial and academic/social student support programs.

TLC has an academic year component which monitors TLC scholars while they pursue their high school diplomas and/or assesses students performance on a quarterly basis while enrolled in the College of Education.

The summer residential aspect of TLC involves two phases. Phase I consists of a four-week on-campus program, the Pre-Matriculation Program (PREMAT). PREMAT offers skill development in mathematics, writing and computer literacy as well as an introductory course about university resources and services that is designed to specifically address the needs of incoming freshmen or first year teacher education students.

Phase II, The Teaching Leadership Consortium Orientation Program (TLCOP) is also an on-campus two-week residential program designed for high school sophomores, juniors and seniors. The Orientation Program's objective is to increase the representation of minorities in teacher education by exposing high school students to academic programs in the College of Education and campus life at Ohio University. The long-range goal is to encourage the students to matriculate in teacher education after graduating from high school.

The Recruitment Effort

Dozens of school districts within the 28-county Southeastern Ohio area were targeted to attract able candidates to teacher education at Ohio University. TLC Information Seminars were held at select schools and the seminars utilized information/recruitment teams which included TLC's two graduate assistants, the program coordinator as well as the program director.

Supplementing the recruitment teams were select TLC scholars who were participating in TLC for their first or second year. Faculty members also assisted the overall recruitment effort by their presence at luncheons or meetings with high school students to discuss various aspects of "becoming a teacher and teacher education."

A major facet of attracting able students to TLC involved intensive discussions with our College and/or University Admission Committees to look at criteria and to look at able minority students who have diversified high school records yet, whose potential may have been clouded or obscured by standardized tests. Nine PREMAT students were recruited for our Fall 1992 term and 24 TLCOP students were recruited for the 1992 summer residential program and 26 additional minority students who were already enrolled in the College were recruited for participation in TLC. Fourteen of these students (through special arrangement with TLC-Ohio were from Cleveland public schools).

After one year of operation since October 1991, approximately 65% of TLC students have maintained a B- (2.67 on 4.00 pt. scale) or higher academic average. The B- average is the minimum standard for full participation in TLC.

A New Approach to TLC Student Teaching

Of several innovations being undertaken by TLC, a new approach to student teaching was initiated with the beginning of the College of Education's 1993 Winter term on January 4, 1993.

The traditional method of student teaching involved a one-to-one (one student teacher assigned to one Cooperating Teacher) classroom arrangement. TLC however, is experimenting with a one-to-three approach (one student teacher assigned to three Cooperating Teachers) during a ten-week student teaching assignment.

One student teacher is assigned to three teachers in an Athens elementary school for the small town, semi-rural experience while another is assigned to three teachers in an inner-city Cleveland, Ohio urban experience. The traditional weekly student teaching seminar was omitted from both experiences since each student will operate under the tutelage of three different "professional minds."

Both experiences will be closely monitored to determine their impact, issues, concerns, and strengths and weaknesses. At the end of the two experiences both teams of four will come together to discuss all aspects of this innovation as TLC anticipates expanding this technique to include several TLC student teachers.

In addition, Collinwood High School and O.H. Perry Elementary School are partnership schools who are participating in this new approach to student teaching.

TLC Professional Development Workshop

A significant goal that TLC-Ohio hopes to achieve focuses on changing curricula and instruction to reflect more diversity in preparing teachers to serve a more diverse student population. In this regard, the Professional Development subcommittee for the five TLC institutions has as its charge, the planning and conducting of seminars and workshops for the professional development of university faculty to orient them to changes needed in curriculum and instruction in order to successfully carry out the TLC-Ohio program.

Four of the five TLC institutions held their initial Professional Development Workshops on November 6, 1992. At Ohio University, the workshop was an overwhelming success judging from anonymous written faculty evaluations which were completed at the end of the workshop activities. The workshop focused on:

1. Diversity: An Historical Overview
2. Evolution and Human Equality
3. America's Changing Demographics
4. Minorities in the College Classroom
5. Cultural Diversity in Ohio Schools
6. Remarks, Questions and Discussion

A second workshop for TLC institutions, is being planned for the Spring of 1993 and will focus on the plight of Black male teachers.

Public School/University Partnerships Future Potential

The potential for public school university partnerships, in the opinion of the authors, is only limited by the scope of imagination of school and university officials. As previously pointed out, professional development school collaborative relationships can be a conduit to recruit minorities into the teaching profession. Collaborative relationships is the "wave of the future." As suggested in Minority Teacher Programs, collaboration and linking minority teacher programs is a major approach to increase the pool of minority teacher candidates.

Most of our nation's urban environments have majority minority student enrollments and this is practically an untapped source that could greatly increase significant numbers of highly qualified minority teachers. Collaboration and creativity through programs such as the Ford Foundation Consortia (e.g., TLC programs, etc) can demonstrate that minority teachers can be recruited, retained and graduated as highly skilled teachers. And, whether from rural, urban or suburban environments, minority talent as future teachers lie within our own backyards.

Conclusions

If we are going to improve the state of our nation's schools, we must include teachers who reflect the racial and ethnic makeup of schools' populations. Public school university partnerships is one approach to achieve that goal. If we are to stymie the tide of contemporary racial tension that is rampant on many campuses and within our schools, why not use collaboration as a tool to reverse this trend.

The authors of this descriptive program suggest that minority teachers do not emerge but they can be recruited and trained through collaborative innovations. Minority teachers can be found and you do not have to look far. And, as put by Barbara Hatton, formerly of the Ford Foundation Consortia:

> "I think the first thing that we wanted to do was to send a message to the field that we see the minority teacher problem as not a problem with minority folks but as a problem with the field. This is a very hard message to get across and I thought that the best way to accomplish it was to forge collaboration."

We agree — to forge collaboration!

In addition, we also agree with the report that was released by the American Association of State Colleges and Universities in November, 1992 which, in part, focused on the "Professional Model." The report stated that teachers should be educated in a professional school of education that draws on the resources of the entire institution, public schools, and business and community partnerships.

We agree — to forge partnerships!

Our research has shown that passive, traditional approaches to recruit minority teachers have not met with much success. Therefore, we suggest that pragmatic, innovative collaborative approaches to recruit minority teachers is but one way to address this concern. The Collinwood Thematic Program in conjunction with the Ford Foundation Consortia (TLC) is a collaborative effort that is producing positive results for Ohio University. We believe that such partnerships have unlimited potential to recruit minority teachers as we approach the year 2000.

Bibliography

Collinwood High School (1986). Teaching Professions Thematic Program Proposal: Cleveland, Ohio.

Collinwood High School, Ohio University (1991). Summer Orientation Program Proposal, Cleveland, Ohio.

Education Week, Vol XII, No. 13, December 2, 1992.

Holmes Group (1990). Tomorrow's Teachers, East Lansing, Michigan.

Minority Teacher Programs, Educational Testing Service, Vol. 1, No. 1, December, 1992.

Teaching Leadership Consortium of Ohio, A Report to the Ford Foundation Education and Culture Program, June 1991 - August 1992.

Teaching Leadership Consortium of Ohio, Inc., Proposal to the Ford Foundation for the Recruitment, Preparation and Retention of Minority Teachers in Ohio, prepared by Teaching Leadership Consortium of Ohio, Inc. Steering Committee, June, 1989.

Minority Mentoring — Can We Read Between the Numbers?

Hugh P. Martin and Margaret Miller
University of Central Florida

This article describes what occurred over a three year period of time after the establishment of a minority mentoring program for an undergraduate African-American student population. These students were enrolled in the College of Education of a predominantly white state university. A series of pertinent questions were developed, and appropriate information was collected and analyzed to provide a semester by semester profile of changes that transpired within this group of students.

Mentoring has a long and respected history of providing some of the necessary attributes for increased development, retention, and greater personal fulfillment in educational settings (Scott, 1992; Blackwell, 1983; Bey & Holmes, 1990). Within these educational environments, mentoring programs have assisted students in overcoming their long-standing fears of educational and career development, motivated students to continue their studies as they become imbued with the love of learning, and urged students to become more mature and self-confident through the help of mentors in clearly planning the students' future lives (Gladstone, 1987). On the other hand, mentors experience gratification when their mentees are able to think creatively as well as learn to work cooperatively and independently.

For minorities, the need for mentoring programs has grown into an enormous essential. In the college environment, especially at predominantly white institutions, minorities may experience loneliness, poor self-esteem and self-concept, career indecision, and conflicting values which often leads to a less successful college career (Scott, 1992; Willie, Grady, & Hope, 1991). Therefore, mentoring programs enhance personal student development and provide an ongoing orientation to all aspects of the college or university including a variety of social, cultural, and intellectual activities for minorities. Most importantly, mentoring programs develop a retention conducive environment through personal interaction with caring persons associated with the college and community (Griffin & Ervin, 1990).

This mentoring program began in the fall of 1987 with one person as a mentor for the undergraduate African-American students in the College of

Education. After two years of mentoring under that structure it was quite clear the program was not meeting its intended purpose. Efforts were started immediately to determine the willingness of the entire permanent faculty to serve as mentors. The faculty overwhelmingly embraced the idea and the majority of the faculty serve as mentors under the present framework.

The fall semester of 1989 was the beginning point of keeping records for this group of students which serves as the database for this article. The intent of this article is to be descriptive in nature and not to attempt to show a cause and effect relationship. Therefore, information was not collected nor analyzed with that purpose in mind. The most fundamental reason for the collection of information was to provide mentors with as much help as possible with their counseling endeavors. It is anticipated that the following questions will be addressed and answered during the completion of this project:

A. What happened to every student who entered the program seven semesters ago?
B. How many students graduated?
C. Of those students who met the requirements, how many continued, how many did not?
D. Of those students who did not meet the requirements, how many continued, how many did not?
E. Of those students who did not return, how many met the requirement, how many did not?

Semester By Semester Profile of Mentees

Fall 1989

The fall semester began with 91 students who were assigned mentors. Of that number, 38 (48%) students met all requirements to be fully admitted to the College of Education. The requirements were a minimum score of 18 on the ACT or an 840 on the SAT; pass at least three parts of the CLAST and have a minimum 2.5 GPA. The grade point average (GPA) is the same requirement for state teacher certification. Thirty-two (35%) students did not meet college requirements. There were 21 students whose files were incomplete and no determination of academic standing was made. Five students graduated at the end of this semester. It should be pointed out that at this time the college was not enforcing its GPA rule and allowing students whose grade point average was below the requirement to enroll in upper division (3,000 level or higher) courses. This is a significant point because this practice will change during the following six semesters.

Spring 1990

The spring semester had 46 students return from the previous term. There were 11 new students who entered the program. Of those 38 students who met the requirements of the college in the fall, 18 returned, 20 did not. There were 32 students who did not meet college requirements; of those, 20 returned, 13 did not. There were a total of 45 students including the ones with incomplete files who did not return. It is important to indicate that 20 of the 45 students were in an "Undeclared Major" category and this could have accounted for them not returning to the college. The attrition rate was 44 percent. Four students from the program graduated. During this time frame, 57 students were in the program.

Fall 1990

This semester started with the total number of students in the program increasing to 70. There were 32 new students and 38 returning students. In the previous term 23 students met requirements and 17 (74%) of these students returned to the college. Twenty-seven students did not meet college requirements; however, 17 (63%) of these students returned. At the conclusion of this term three students graduated and the attrition rate was 26 percent.

Spring 1991

The total enrollment of the program remained constant at 70 students 51 of whom returned while 19 were new. Of the 34 students who met requirements 23 (68%) returned. Of the 23 students who did not meet requirement 19 (83%) returned to the college. Six students graduated during the spring of 1991 and the attrition rate was 23 percent.

Students were briefed during the previous two semesters that this term would be the last one in which students could enroll in upper division courses without approval if they did not meet college entrance requirements.

Fall 1991

Thirty-eight students returned from the spring 1991 semester. There were 15 new students. Fifty-three total students in the program reflected a 24% decline in enrollment; however, 38 (72%) students returned from the previous semester. Twenty-two (67%) of the 33 students who met college requirements returned, while 14 (50%) of the 28 students who did not meet college requirements returned. This represented the first time when the number of students who did not return was equal to or higher than the number of students who returned in the "Did Not Meet Requirement" category. This was the first semester that the college entrance requirements were enforced by disallowing enrollment in upper division professional program courses if requirements were not met. However, students were still allowed to enroll in these courses through an exceptional approval process. It should be further emphasized that this semester represented a sharp change in the pattern of declining attrition rates. The attrition rate was 37 percent. Eight students graduated at the end of this semester.

Spring 1992

Some rather interesting changes occurred during this semester which was the second term since the enforcement of having to meet college entrance requirements to enroll in upper division courses. There was a total of 55 students in the program. Forty-three (81%) students of the 53 returned from the previous term. Only two students did not return for this semester. Twenty-six (79%) of the 33 students who met requirements last semester returned this semester. Thirteen (81%) of the 16 who did not meet requirements returned. There were four students in the "Incomplete File" category; all of them returned which was also a first. Thirteen students graduated this term. The attrition rate was only four percent.

Fall 1992

Another decline was reflected in the total number of students in the program this semester. The total of forty-three students represented a drop of 12 (22%) students from the previous term. It also demonstrated a considerable drop (55%) from the first semester which had 91 students assigned mentors. What might appear to be bleak is quite the opposite. Of the 91 students the first semester who were in the program only 38 (41%) met college requirements. Of the 43 students in the seventh semester who were in the program 33 (77%) met college requirements. An inspection of the students who fell in the category "Did Not Meet College Requirements" during the first and seventh semester revealed that those students who fell in this category in the first semester had far greater deficiencies and would be more difficult to remediate. The academic profile of students in this category in the seventh semester suggested very little difficulty in meeting college requirements.

Summary And Conclusions

This project was not designed to describe the mentoring program, rather to provide an evaluation of sorts that could be used to assist in other ways. Perhaps the most valuable information to pass on is to reaffirm the necessity of keeping records and administering some type of program assessment. Insight regarding program mission and program accomplishments would be more enhanced. It probably would be an over-statement to suggest that this project revealed earth-shattering findings. It did, however, provide information that would be most helpful concerning future directions and becoming informed about the progress and achievement levels of minority program mentees. There appears to be a general perception that a large number of students in programs, especially minorities, suggests high levels of program effectiveness. This project's findings demonstrated quite the opposite. The average enrollment of this mentoring program in each of the first four semesters was 72 students. The average enrollment of each of the next three semesters was 51 students. Eighteen students graduated during the first four semesters and 29 students graduated during the next three semesters. There was a thirty-one percent increase in the number of students who graduated in the last three semesters of the program. Using contemporary educational jargon, the number of students entering the pipeline is not nearly as important as the number of students who exit the pipeline.

This program has highlighted the need to examine very carefully the ratio between students who meet academic requirements and drop out in relation to the number who do not meet academic requirements and drop out. It further adds credence to long held observations that the needs of successful students extend beyond academic requirements for educational achievement.

One of the most refreshing findings of this inquiry was the number of students who did not meet college requirements and persevered. Many of these students have graduated and many remain in the program after seven semesters. It further reinforces the need to modify entrance requirements to allow talented students who show promise an opportunity to remediate deficiencies.

This project has further served to heighten awareness of the importance of what was not known about the mentees, that information might have positively impacted some of the occurrences within the group. The major void was lack of follow-up after students dropped out of college. Although the following questions do not represent a finite list, they identify some of the areas that require attention and should serve as a logical next step in program modification:

A. How many mentees dropped out because of poor academic performance?
B. How many students dropped out because of university adjustment problems, personal problems, or financial difficulty?
C. How many students transferred to another institution because of having acquired a distaste for the university?

What was discovered during this process bolsters and magnifies the importance and significance of mentoring programs such as this one which was designed to nurture, support, and increase the chances of minority students successfully completing their academic requirements.

References

Bey, T. M. & Holmes, T. C. (1990). Mentoring and developing successful new teachers. Reston, VA: Association of Teacher Educators.

Blackwell, J. E. (1983). Networking and mentoring: A study of cross-generational experiences of blacks in graduate and professional schools. (ERIC Document Reproduction Service No. ED 233 754 HE 016 725).

Gladstone, M. S. (1987). Mentoring as an educational strategy in a rapidly changing society (Report No. CE 048910). Quebec: John Abbott College, Research and Development Secretariat.

Griffin, E. V., & Ervin, N. R. (1990). Innovative practices and developments in student mentoring. Charleston: West Virginia State College, Department of Higher Education.

Scott, M. E. (1992). Designing effective mentoring programs: Historical perspectives and current issues. Journal of Human Education & Development, 30, 167-175.

Developing an Effective Collaborative Model for Recruitment and Retention of Minority Teachers in Higher Education

Emmanuel C. Nwagwu and Irvine E. Epps
Texas Southern University

For the past decade, the structure and composition of American education has faced a lot of difficulties and problems. Its performance and effectiveness has been put to various tests and scrutiny. Perhaps no one can argue today that one of the greatest problems facing this system is the shortage of minority faculty in colleges and universities.

The Problem

The major question confronting us today is simply stated, "why had there been a shortage in the recruitment of minority teachers?" Can an effective collaborative model be put in place to facilitate the recruitment and retention of minority faculty in higher education? What would be the impact on minority students in the state, if efforts are not underway to recruit and retain minority teachers?

The Changing Demographics

Demographic studies and other related research by the census board point to the fact that the ethnic composition of the population of this country has changed dramatically and will continue to change even more by the 21st century. In 1971, 8.1 percent of all teachers were Black and 3.6 percent were other minority groups. By 1966, the Black portion of the teacher population had dramatically dropped to approximately 6.9 percent, while other ethnic groups had dropped to 3.4 percent (Nicklos and Brown, 1989).

To put this problem in perspective, it is estimated that by the year 2000, there will be more than one million teaching vacancies or positions available in our schools and colleges to be filled. While the decline of teachers continue to exacerbate, the population of minority students continue to increase. As a group minority students are increasing faster than the nonminority population and will account for 60% of the total student population growth by the year 2000 (Alston, 1988; Smith, 1989).

Under-representation In Higher Education

Perhaps one of the most pressing concerns today in higher education is the acute underrepresentation of minorities in higher education. Minorities are becoming an endangered species at each level of the educational process. The National Center of Education Statistics (NCES) (1990), reported that the school dropout rate among whites was 23.4% for African-Americans, 35% for Hispanics and 45% American-Indians. The report also indicates that there are ethnic differences in the composition and percentage of students entering college following high school graduation. In 1990 alone, 39.4% of whites, 56% of African-Americans, and 55% of Hispanics were not enrolled in college following graduation.

Retention rates at the college level have also shown dramatic and alarming differences among different ethnic groups. At the freshman level the dropout rate for whites was 21.8%, 28.2% for African-American students, and 24.3% for Hispanic freshman students. For Sophomores the decline rate has shown dramatic differences, whites - 25.4%, African Americans - 34.2%, and Hispanics - 31.11% (NCES, 1990).

Mingle (1987) put the statistical differences into a larger overview, he pointed out that only 14% of the African-Americans, and 10% of the Hispanics, who enroll in college after high school would probably achieve senior status. There is growing research evidence that minority students at predominantly commuter-based institutions dropout at higher rates than other minority students who enter four-year residential institutions.

The substantial decline of minority teachers and students in higher education and in various school systems can also be witnessed in Texas. Within the last 10 years, Texas has experienced an increase in its ethnic population. That changing ethnic demographics has witnessed a rapid increase in minority population.

A report from Texas Education Agency (TEA), (1989) indicates that between 1983-1984, Hispanic school enrollment increased 17.2%, and African-American student enrollment has grown by 9% within the same period. With these shortages, and increasing ethnic population how can an effective model be developed to not only improve recruitment but also improve retention.

The Challenge

Our institutions and society are facing greater challenges, the urgent need for a technologically literate society, the social issues of homelessness, teenage pregnancies, poverty and drugs, single parent families and the need for role models for the deprived. The education public believes that these social problems can be improved through enhanced education and through active recruitment of talented and energetic minority teachers.

The ultimate challenge facing public higher institutions, colleges, and schools within various institutional units is how to develop recruitment models, strategies, and policies that will encourage and facilitate the recruitment of minority teachers in higher education.

The question is, "how does one begin to motivate, and encourage more minorities into teacher education programs?" A systematic and collaborative model must be developed in four distinct phases: (1) a community involvement; (2) the formation of partnerships; (3) an enhanced campus culture; and (4) providing financial assistance.

Phase 1

An effective recruitment model must begin at the community level. A developed collaborative effort between businesses and community can improve recruitment process and attract a large pool of qualified applicants. Smith (1989) explained, "Collaboration, community building and networking are essential characteristics of recruitment and teacher preparation programs. For program planning and implementation, collaborations are recommended among universities, colleges of education, state agencies, and public schools, between historically black institutions and predominantly white colleges; and among corporations, businesses and communities. For financial support, collaborations among foundations, businesses and state agencies are recommended." (p. 53). The university should develop community based outreach programs to sensitize the community on cultural issues and diversity and the need to motivate young people through community agencies to enter colleges and teacher programs.

Middleton, et. al. (1988) recommends the following activities; (1) collaborative working relationships with various community, civic, and professional groups; (2) identify potential sources of funding support in the community and (3) establish public information network in the community.

Phase 2

The university should develop a partnership relationship between two year institutions and four year institutions, and a bridge relationship between public high schools. Haberman (1988) pointed out that these types of relationships and partnerships contribute to increased minority participation in teacher education programs. Because more minorities enroll at two-year community colleges strategies must be developed between two-year colleges and colleges of education to achieve smooth transition into four year universities. Such strategies require structural changes and universities must ensure that changes are made before the students are transferred.

Phase 3

This is the must critical component of the model. Establishing a university campus climate that nurtures friendly engagement among different ethnic groups in the campus, campus culture that recognizes and rewards minority efforts and individual contributions, a campus that supports growth, a campus where professors and students relate to issues and concerns that affect success and promote student life. Universities must establish strategies that encourage sensitivity of students to other cultural elements in the campus.

The Holmes group (1992) advocates that (a) universities publish a document which contains a philosophy that supports the infusion of multicultural content throughout the curriculum; (b) allocating financial and human resources to support multicultural education curriculum development; and instituting a college-wide staff orientation program to promote the inclusion of multicultural content in the curriculum (Dotson, 1988). Specific plans would include (a) Recruiting minorities into faculty and staff positions; (2) Ensure that concepts such as racism prejudice, sexism, equity, oppression, stereotyping are included in multicultural curriculum; (3) Assist all faculty members in the acquisition of knowledge of cultural experiences, historic and current; of diverse groups and in recognizing bias in instructional materials, (Dotson, 1988, Blackenship and Burton, 1992).

Phase 4

The provision of financial aid programs in higher education must be made available to minority and nonminority students. Lack of financial assistance precludes many minority students from entering higher education. With cutbacks in federally funded programs, the Education Commission of States (ECS) made the following recommendation based on a study done in 1990 pertaining to state support for financial aid to students.

- Focus financial aid on needy students and give priority to institutions of higher education where minority students succeed
- Use state grants to fill gap left by federal financial aid programs
- Offset tuition increase with increases in financial aid for low-income students
- Coordinate state and federal financial aid procedures to simplify the application and award process (ECS, 1990, P. 12).

The provision of financial assistance aids in attracting and retaining minority students, therefore, colleges and university must intensify their efforts to convince state and federal legislatures of the acute need to provide financial support to enable more minority students to enter the teaching profession.

Conclusion

Most institutions of higher learning today are becoming more heterogenous than they were twenty years ago. Despite the progress made, demographic and other educational statistical data continue to show an alarming disparity in the numbers and proportions of minority teacher applicants, especially African-American students who enroll in universities and colleges and those who graduate. It should be a major goal of institutions to develop effective recruitment and retention models that will support and encourage minorities to enter and to complete their educational pursuit in their areas of interest; such strategies must focus on community involvement, partnership linkages, conducive university climate, and financial assistance to all needy minority students.

References

Alston, D. A. (1988). Recruiting Minority Classroom Teachers: A National Challenge. Washington, D.C. National Governor's Assoc. Center for Policy Research.

Blackenship, C. S. et. al. (1992). Embracing Cultural Diversity in Colleges of Education. Holmes Group Publications.

Dotson, G. A. (1988). Implementation of a Model for the Recruitment and Retention of Minority Students in Teacher Education. Proceedings of the Second National Conference, Lexington, KY.

Education Commission of the States (1990). Achieving Campus Diversity: Policies for Change, Denver, CO Author.

Haberman, M. (1988). Alliances Between Four-year Institutions and Two-year Colleges Can help Recruit More Minority Students Into Teaching. Chronicle of Higher Education, p. 26.

Middleton, E.J., Mason E.J., Stilwel, W. E. and Parker, W.C. (1988). A Model for Recruitment and Retention of Minority Students in Teacher Preparation Programs. Journal of Teacher Education, 39(1), 14-18.

Mingle, J. R. (1987). Focus on Minorities: Trends in High Education Participation and Success: Denver: Education Commission of the States.

National Center for Educational Statistics (NCES) (1990). The Condition of Education 1990: Post-Secondary Education. Washington, D.C. U.S. Department of Education

Niklos, L.B. and Brown, W.S. (1989). Recruiting Minorities Into the Teaching Profession: An Educational Imperative. Educational Horizons, 67, 145-149.

Smith, G. P. (1989). Increasing the Number of Minority Teachers: Recommendations for a Call to Action, Cambridge, MA; Massachusetts Institute of Technology.

Texas Education Agency (1989). Snapshot: 1987-89 School District Profiles.

Minority Recruitment Initiatives of the South Carolina Center for Teacher Recruitment

Jacqueline Miles Stanley
Minority Recruitment Coordinator for the
South Carolina Center for Teacher Recruitment
Dr. Terita Gusby-McCauley
Director of the Crossroads Summer Institute

Structure

South Carolina is a national leader in the movement to improve public education. As evidence of the state's commitment to its 628,476 public school students, the General Assembly and taxpayers of South Carolina have invested nearly 2.2 billion since 1985 in one of the most highly regarded school reform laws in the nation— the Education Improvement Act.

In 1989 the General Assembly passed a new package of school improvement programs -"Target 2000"— which represents ambitious effort to move beyond the basic gains of the EIA toward a time when South Carolina's educators at the local level have a great deal to say about the way teaching and learning will take place in their individual schools.

In order to benefit fully from these investments, South Carolina must have an adequate pool of quality teachers available to staff its public school classrooms. Based on the premise that true reform begins in the classrooms, the South Carolina Center for Teacher Recruitment is an aggressive effort by the General Assembly , the state's public and private colleges and universities, and the state public school system to recruit a new generation of academically-able classroom teachers.

In 1991-92, the South Carolina Recruitment Task Force, which oversees the Center, included representatives from 26 colleges and universities, from state education agencies, from the Legislature and from private business and industry. Changes in the bylaws now allow the Task Force to select a Policy Board of 15 members to direct the Center's activities. Five legislators serve as ex-officio members of this Policy Board.

By mutual agreement of the Task Force members, the Center is housed at Winthrop University which provides financial services and fiscal accountability for the Center. The Center's financial records are audited by the same procedures used by Winthrop University and authorized by the state of South Carolina. All purchasing procedures are carried out in accordance with the South Carolina Procurement Code.

The Center is not a Winthrop program in the sense that the college does not set its policies or approve its budget. The Center reports annually to the state Commission on Higher Education, through which the Center's EIA appropriations flow. The Commission is charged with monitoring the effectiveness of the Center and two other recruitment funds—Benedict College and South Carolina State College. Under the Commission's leadership, these three organizations have formed the South Carolina Minority Teacher Recruitment Partnership to pursue their joint goals.

Provisos in the General Appropriations Act give program and budget review authority over the Center (and other EIA programs) to the Commission on Higher Education. Budget review authority is also given to the General Assembly's Select Committee on the Education Improvement Act.

Need For The Center

While South Carolina has not yet experienced a general teacher shortage, our state is experiencing shortages in a number of specific areas:

Rural

Rural schools continue to have difficulty locating an adequate supply of teachers in many disciplines, As a result, rural school administrators are often forced to hire individuals of poor or mediocre quality, or they have been forced to ask teachers to teach out-of- field. In a 1987 Center survey of rural superintendents, about half of those responding ranked the pool of candidates available for hiring as "poor" in a least one certification area. While rural teacher supply has shown signs of improving as more young teachers are attracted from out-of-state, rural schools continue to suffer high turnover which weakens the stability of the system. A sustained, long-term effort supported by the South Carolina Center for Teacher Recruitment is necessary in order for such districts to "grow" more of their own teachers.

Minority

In 1974, 30.5 percent of the state's public school teachers were Black, while 38 percent of the student body was Black. By 1991, the percentage of Black students rose to 43 percent while the share of minority teachers has drooped to less than 20 percent. This drastic decline in minority teachers means fewer role models for young Black students and less input into educational policy from the Black community. It also means that all children lose the rich diversity of talents and experiences that can be offered through the exposure to many different educational professionals.

Male

Across the United States in 1991, more than 30 percent of public school teachers were male. In South Carolina, fewer than 17 percent were male. Of the 157 minorities who graduated with degrees in education in 1990-91, only 34 were Black men. Many educators support the idea that we need a more visible male presence in the public schools at the instructional level.

Specialty Areas

South Carolina has significant shortages in a number of certification areas including special education, speech clinicians, foreign languages, mathematics, chemistry, physics, home economics, and library sciences. These shortages, as well as the addition this year of industrial technology and art, have been declared "critical" by the State Board of Education.

With the aid of its own research and the research of state and national scholars, and with direction from its Policy Board, the Center has developed a series of programs aimed at addressing the problems of rural supply, minority supply, specialty area shortages and the problem of pool quality. Among these programs are the Proteam Middle School Program and the Crossroads Summer Institute.

Proteam Middle School Program

The mission of the ProTeam, the Center's middle level recruitment program is far reaching: 1) to interest more minority students and young men in completing a college education and considering education as a viable career option; and 2) to expand the pool of minority teachers available to the public schools in South Carolina.

The Center's ProTeam Program is designed to be a part of a continual process offering guidance and support to prospective teacher education candidates. The 1991-92 school year marked the first year of full state funding. The steady growth of our participating sites and the continued support by our legislature will help the goals of the ProTeam Program become realities in the coming years.

The Center has made major financial and manpower commitments to the development of the ProTeam Program which offers seventh and eighth grade students who have demonstrated academic and social potential to be successful in a high school college bound track and eventually in a college professional training program. The program exposes students to class activities which build self awareness and confidence, group and team work skills, the nature of helping one's self and others, and the validity of setting a goal and devising a plan to achieve that goal. Throughout the curriculum, students are exposed to the art and the craft of teaching and close inspection of the role of teachers in the teaching/learning process. Another component of the ProTeam Program is the parent workshop. This hour long workshop engages the parents of the ProTeam students in discussions that answer questions about maintaining good academic standing, preparing for college, selecting a college, financing a college and selecting educational careers.

During the 1991-92 academic year, fifty-three middle/junior high schools (60 classes) in 21 school districts offered the ProTeam course to approximately 1200 students. Seventy-five percent or 951 students of color were served along with 249 non-minority students. African American females represented the largest participant group reaching 329 (approximately 25%).

ProTeam grew out of a decision by the South Carolina Center for Teacher Recruitment to take additional steps to address a predicted long-term shortage of minority teachers in our state by planning for the late 1990s and beyond. National research has confirmed SCCTR's own conclusion that effective recruitment of talented minority youngsters into the teaching profession must begin earlier than the junior and senior years of high school, where the Center's Teacher Cadet program concentrates its efforts. The SCCTR staff made a commitment in the fall of 1988 to develop a pilot middle school program to address this need.

Since its creation in 1989, the ProTeam Program has served nearly twenty-seven hundred students. Approximately seventy-five percent (2,025) of these students have been children of color. In 1992-93, we anticipate serving between 1400 and 1500 students.

Because of the decline in the number of minority teachers in the state and due to the critical need to attract men to the ranks of classroom teachers, a new initiative was launched by the South Carolina Center for Teacher Recruitment during 1991-92. Crossroads, a summer institute for rising freshmen black males, was held on the campus of Coastal Carolina College. The idea for the summer institute targeted at Black male middle school students grew out of the success of the summer institute for high

school juniors that has been held the last three summers as well as the need for Black male teachers in the classrooms of South Carolina.

With the decline of minority teachers from 31% to less than 20 percent since 1974 and fewer than 18 percent of our state's teachers being male, representing the lowest percentage of male teachers in the nation, it was imperative that some measures be taken to attract young men to the profession earlier. It was also obvious that one course usually taught by a female would not have the lasting impact that was needed for this audience.

The Crossroads Institute was developed under the leadership of Dr. Terita Gusby-McCauley, a professor at the University of South Carolina - Coastal Carolina College in Conway, South Carolina. Coastal was one of three colleges that responded to the call for proposals offered by the Center for Teacher Recruitment for a program to enhance interest in the teaching profession.

The Crossroads Institute Provides:

The opportunity to work with outstanding public school teachers

The opportunity to become acquainted with students from other areas of the state with similar education and career interests

Educational experiences that portray teaching as an attractive profession for African American male students

Educational experiences that model progressive teaching techniques and involve students in hands-on learning activities

Experiences that encourage the development of higher order thinking skills and problem solving

Experiences that encourage the development of leadership, human relations, and study skills

Information on selecting high school courses to prepare for a college education

Information about college life

Information on financing a college education

Information about opportunities available in the field of education and future trends in education

Information about the educational preparation necessary for becoming a teacher in South Carolina.

Funds were set aside by the Center to be matched or paired with in-kind services at a teacher preparation institution to develop a week-long, on-campus experience for rising ninth grade African American men. These young men of promise were recommended by their schools to apply for the summer institute. The application included as essay written by the student entitled "Why I Want to Attend the Institute and What I Can Contribute."

Over 100 nominations were submitted from which fifty were chosen for participation. A selection committee reviewed the applications and ranked them to select the participants and the alternates. The committee was composed of five members representing the field of education and business. Because of the overwhelming response, the quality of the applicants, and strength of the essays written by the students, the selection committee challenged the Center for Teacher Recruitment and Coastal Carolina College to seek additional funding to extend this opportunity to include all of the applicants . Through the efforts of SCCTR's staff the necessary funds were secured through private and corporate sponsors to fund the second institute. The additional $10,000 coupled with in-kind contributions from Coastal Carolina College made it possible for the Crossroads Institute to be offered as two week-long experiences for 100 young men.

Evaluations provided by the participants indicate that this effort was very successful, however the full measure of its success will be the number of these young men who actually become certified teachers in this state. The evidence that a "shot gun" approach to recruitment is overwhelming. Many programs provide a one time look at careers in hopes that someone will pledge to go into that profession. The urgency of the need for teachers of color and especially men requires that we also take steps to insure that if these young men want to teach that the support and the guidance that they will need to make this a reality be provided for them. With this in mind, the South Carolina Center for Teacher Recruitment in a collaborative partnership with the Big Brothers/ Big Sisters of Greater Columbia, South Carolina have begun to establish a state wide computer matched mentor program to begin with the pool of young men who were the participants in the Crossroads Institute.

Assessing the performance of these programs or any like them require a long term commitment and some mechanisms for tracking the activity of the participants. As with the ProTeam Program we will rely on the social security numbers or the schools' identification numbers to keep track of how the young people are progressing through the system as well as in college preparation.

The creation of a data base will allow us to develop a system to analyze the true impact of these strategies in a longitudinal study.

We believe this to be one way to determine if what we are doing is actually paying off in the classrooms of South Carolina. Also since these programs are parts of a continuum of teacher recruitment efforts, it will also be necessary to gauge to what degree the middle school students and the participants in the Crossroads Institute as well those served in the mentor program fit into the already existing programs at the senior high school level and beyond.

The value of using an external evaluator can be useful in determining to what degree one is doing what one said that he was doing and then to what degree the young people are doing what they said that they would consider doing. Minority recruitment is not easy and demands that many facets of preparation be taken into consideration in the planning and implementation of any program. One thing is for certain, minority recruitment must happen early in the educational career of the young person. This will allow them to position themselves in the area of college bound preparation which is not always offered or available to talented African American youngsters.

Recruiting For A Better Tomorrow

Betty Cox and Flora C. Hopkins
Darlington County School District

Minority Population Statistics: According to current census data, one-quarter of the population is minority. The proportion of minorities will rise to thirty percent (30%) by the year 2000.

Minority Teacher Statistics: In 1986, the United States Department of Education reported that thirteen percent (13%) of the nation's public school teachers were minorities. Estimates are that this will drop to five percent (5%) by the year 2000.

Implications of Statistics: If this trend cannot be curbed, it may become quite common for children to complete kindergarten through twelfth grade without being taught by even one minority teacher. If this occurs, it will deprive minority students of positive role models who could raise their aspirations and self-esteem. Minority students may come to see the education environment as one in which they cannot succeed. Just as importantly, this situation also cheats non-minority students of the opportunity to see a cross-section of people in leadership roles and of the opportunity to prepare to work cooperatively in our multi-ethnic workforce. As a result, both groups may tend to view education and teaching as better suited for whites, thereby perpetuating the problem. This could have profound repercussions for the social and economic future of our country.

Darlington County School District is located in eastern South Carolina in a rural, predominantly agricultural community. The population includes a fifty-four percent (54%) black and forty-six percent (46%) white student population. Presently, the teaching staff is comprised of twenty-five percent (25%) black teachers and seventy-five percent (75%) white teachers.

A comprehensive minority recruitment plan is being established which is being financed by local business and industry. One of the features of this plan is to recruit from the military in conjunction with a local college which has established a teacher educational program on the base.

Community meetings are being held to solicit support for this program.

MINORITY RECRUITMENT PLAN

1. Set up a Minority Teacher Recruitment Task Force composed primarily of minority leaders in the community.
2. Organize a Minority Recruitment Fair
3. Establish a network with predominantly black colleges in South Carolina and surrounding states.
4. Recruit from the military.
5. *Design an incentive package including monetary or other rewards.
6. Establish mentoring programs for new minority teachers employed by the school district.
7. Prepare printed or video materials designed to recruit minority teachers.

*Pay expenses for interviews, moving allowances, bonuses for signing a teaching contract, and scholarships for minority paraprofessionals.

MINORITY RECRUITMENT PLAN

Business/Industry:

Contact Person:

Address:

Telephone:

Ideas, Suggestions, or Ways You Might Be Willing to Help

Financial Assistance: Amount:

Pump It Up: Mathexcel's Transforming a Filter into a Pump--Increasing Minority, Appalachian, and Female Students

Alan Zollman and Michael Freeman
University of Kentucky

Consider the following statistics: the national average dropout rate for public schools is 30%, at the same time the dropout rate for colleges and universities is approximately 50% ("Graduation Rates," 1992). Specifically at the university level, introductory calculus is traditionally the first of many "filters" that thwart graduation and impede participation in the technical professions (National Research Council, 1989). Furthermore, many students, particularly under-represented population students, "option out" of certain college majors because of the mathematics requirements (Treisman, 1992). The MathExcel Program, instituted in the fall of 1990 at the University of Kentucky, is a direct approach to increase the number and the quality of minority, Appalachian, and female students in mathematics-related fields (Zollman, Freeman, & Eakin, 1991).

The MathExcel Program is founded upon the educational and psychological research of how students learn mathematics. Often curriculum changes and reforms are initiated in isolated, "best guess" methodology. The MathExcel Program is based upon the Dr. Uri Treisman's longitudinal research (Treisman, 1985) done at the University of California, Berkeley, of gifted African-American students' failure rates in first year calculus. Dr. Treisman found it was not the mathematics content that was the filter; it was the methods of studying by the students that most affected success. These minority students had pronounced academic and social isolation, both from their fellow students and from the campus community. Cooperative groups, peer tutoring, and communications of thinking methods have long been known to be successful at the elementary and secondary level. Dr. Treisman found these are also valid at the university level (Asera, 1988).

MathExcel is also tied to recruitment and retention of minorities in science, engineering, and education. Nationally by the year 2010, our public schools will be comprised of 15 percent Hispanic, 17 percent African-American, and 4 percent Asian/Native American (Office of Educational Research and Improvement, 1991). Financially, our country cannot allow one out of three students to avoid areas where mathematics is a necessity. Here in Kentucky, we have an additional special need to encourage the under-represented Appalachian population into mathematics-related fields.

"Evidence from many sources shows that the least effective mode for learning mathematics is the one that prevails in most of America's classrooms: lecturing and listening" (National Research Council, 1989, p. 12). MathExcel is also an approach that addresses false beliefs about mathematics. Mathematics is not the study of algorithms learned to get the correct answer. Rather, mathematics should be thought of as dynamic processes for methods of investigation, means of communication, and developments of cognitive relationships between known and unknown ideas (Zollman, 1992). Students need to be actively involved in their learning; to apply, communicate, develop, explore, predict, and validate the mathematics content. MathExcel views learning mathematics as an active social process without diminishing the quality and rigor of the content (Zollman, Freeman, & Eakin, 1991).

MathExcel's goal is to produce a cadre of talented students accustomed to studying mathematics through cooperative groups and peer tutoring. MathExcel is not a special honors program. Students attend the same three one-hour lectures as other freshmen calculus students; are responsible for the same amount of content material; take the same departmental examinations; and are graded on the same basis as the other students. MathExcel students, however, also attend three special two-hour workshops each week. It is during these workshops that cooperative learning and peer tutoring occurs.

The MathExcel workshops are lead by specially trained graduate assistants, supported by undergraduate assistants chosen from previous MathExcel classes. At the beginning of a MathExcel session, students are presented difficult, sometimes theoretical, problems related to the current course lectures. The assistants do not explain how to do the problems, the MathExcel students must turn to each other for help. The role of the assistants is to facilitate cooperative learning.

These workshop activities are non-judgmental. No grades are given on the efforts of any student. The student knows that the assistants have no direct input to the course grade. The goal is to promote a relaxed atmosphere of inquiry into interesting mathematics problems and to foster success and confidence. This cooperative learning is to transfer into the students' social world also. The friendships, as well as the mutually supportive study habits, are to extend beyond the MathExcel classes.

The expectations of the MathExcel Program are: (1) students will have a smaller dropout rate in introductory calculus courses; (2) students will have a substantially better performance in introductory calculus courses; (3) students will realize a higher rate of retention in the scientific, technical, and mathematical majors; (4) students will obtain a better overall academic success, as measured by grade-point averages, degrees granted, admissions to graduate schools, etc., and; (5) students will be highly visible role models to recruit more students from the minority, Appalachian, and female populations. MathExcel is to be a pump to increase the quality and the quantity of students in science, engineering, and other mathematics-related fields including education (Zollman, Freeman, & Eakin, 1991).

Three Years' Results

Since the 1990 fall semester, 145 different students have participated in the MathExcel Program. Since beginning with 17 students in 1990, MathExcel has grown to 77 during the fall, 1992, semester. The mathematical backgrounds of MathExcel students are similar to non-MathExcel calculus students. The ACT score of the MathExcel students range from 26 to 28; the average ACT score of students in the other calculus sections was 26. Table 1 shows students' calculus grades from the three year experiment with MathExcel at the University of Kentucky.

Table 1

MathExcel Students' Calculus Grades

	MathExcel n	Average GPA MathExcel Sections	Average GPA All Calculus Sections
MA 113 Fall 1990 Grade	17	2.65	2.16
MA 113 Fall 1991 Grade	52	2.71	1.97
MA 114 Spring 1992 Grade	30	3.00	2.05
MA 113 Fall 1992 Grade	77	2.97	1.87

Note: Grades are given on a scale of 0 (F) to 4 (A).

These data show MathExcel students performed better in calculus than would be expected if they were not in MathExcel. MathExcel students also tended to not dropout of their calculus classes, as might otherwise be anticipated. Specifically with respect to African-Americans, 45% of the African-Americans enrolled in calculus were in MathExcel. The average grade of these students was 1.89 compared to the average of 0.78 of the non-MathExcel

African-American students during the fall 1992 semester. Also, less than 12% of the MathExcel students failed or withdrew from calculus, while almost 64% of the non-MathExcel African-American students failed or withdrew from the course.

Interviews with the MathExcel students found:

a. The students considered the problems presented in the MathExcel sessions to be difficult to solve, but enjoyed working in the cooperative learning groups. They liked the idea of an academic peer group, even though this group was externally set up.
b. The students also enjoyed the social aspects of the cooperative groups. Several students mentioned that other MathExcel students became their best, sometimes only, friends during their first semester on campus.
c. The students viewed calculus more of active process of investigation rather than algorithmic formulas to remember.
d. The students were aware of, and positively responded to, the high expectations placed on them.
e. The students appreciated the direct mentoring they felt from the assistants and program director.

While these results are appealing, there are two limitations that should be noted. First, the students already were considered "motivated" by being selected into the MathExcel Program via a personal interview with the program director; accordingly, these students would be expected to do well. Second, all the students in the program are volunteers and volunteers would be expected to be committed to the success of the project. These are valid concerns. However, the MathExcel Program is not designed to be the panacea for all students. These results show that if a student is willing to work hard in a collaborative setting, MathExcel can help that student do better in calculus.

Conclusion

Several findings are evident from the three years of MathExcel experiences:

a. Learning mathematics can be an active social process without diminishing the quality, nor the rigor, of the content.
b. Bright students, especially from disproportionately under-represented groups, feel academically isolated. This isolation can be reduced, even in a large university setting, through such as MathExcel Program. As one student wrote, "... I have gained many new friends through MathExcel. Friends that I can count on and friends I can work with. MathExcel is definitely more than math, it is more like a small community."
c. Bright students, especially from disproportionately under-represented groups, feel socially isolated. This isolation also can be reduced, especially for first

time freshmen, through such an externally made program such as MathExcel. As another student responded, "I feel that MathExcel has really helped me academically and socially. I have a clear understanding of calculus and I have made many new friends to show for it."

d. Students, even bright students, need to be taught how to cooperatively study and communicate mathematics with other students.
e. Students can and do respond positively to high expectations, if adequate, concerned mentoring is included.
f. Peer groups for reducing social and academic isolation can be constructed for students by external forces, such as recitation sections of a calculus course.
g. Students respond positively to a viable and visible commitment of faculty and staff to mentoring.
h. "Word of mouth" is a very successful method for advertising such programs to parents and potential students.

MathExcel's results coincide with the findings of other special projects for minorities in mathematics (Treisman, 1992); namely, strong commitment and high expectations result in positive achievement.

References

Asera, R. (1988). The mathematics workshop: A description. Professional Development Program, University of California: Berkeley, CA.

NCAA graduation rates. (1992, September 20). Lexington Herald-Leader, p. C3.

Mathematical Sciences Education Board. (1990). Making mathematics work for minorities: Framework for a national action plan 1990-2000. Convocation report. National Research Council: Washington, D.C.

National Council of Teachers of Mathematics. (1989). Curriculum and evaluation standards for school mathematics. NCTM: Reston, VA.

National Council of Teachers of Mathematics. (1991). Professional standards for teaching mathematics. NCTM: Reston, VA.

National Research Council (1989). Everybody counts: A report to the nation on the future of mathematics education. National Academy Press: Washington, D.C.

Office of Educational Research and Improvement (1991). Youth indicators 1991: Trends in the well-being of American youth. U.S. Government Printing Office: Washington, D.C.

Treisman, U. (1992). Studying students studying calculus: A look at the lives of minority mathematics students in college. The College Mathematics Journal, 23, 362-372.

Treisman, U. (1985). A study of the mathematics performance of black students at the University of California, Berkeley. Unpublished doctoral dissertation. University of California: Berkeley, CA.

Zollman, A. (1992). Point of view: UK MathExcel. Ampersand College of Arts & Sciences, 1, 3. University of Kentucky: Lexington, KY.

Zollman, A., Freeman, M. & Eakin, P. (1991). MathExcel: Transforming a filter into a pump. In E.J. Middleton, F. Bickel, H. Barnard, E.J. Mason, & R.P. Fons (Eds.), Recruitment and retention of minorities in education: The impact of nationwide school reform on the recruitment and retention of minorities (pp. 177-180). University of Kentucky, Center for Professional Development: Lexington, KY.

Training Ethnically Minority Teachers: Performance Assessment of Bilingual Special Education Graduate Teacher Training Projects co-sponsored by the United States Office of Special Education at Illinois State University and Northeastern Illinois University

Miryam Assaf-Keller, Illinois State University
Rita Brusca, Northeastern Illinois University

Introduction

The recruitment and retention of minorities in teacher education programs are a national concern. The preponderence of the problem increases with the lack of trained ethnic minority teachers, with bilingual skills, needed to serve the needs of children with disabilities whose home language backgrounds include a language other than English as a Second Language (ESL). For instance, projections of statistics were reported by Assaf-Keller (1992) on the estimated need for qualified personnel to serve preschool children (3 through year 5 old) with (or at risk of) disabilities in the City of Chicago. The analysis reported *the need for 340 teachers* with bilingual skills to serve the needs of Hispanic preschool children, ages 3 through 5 years of age, with (or at risk of) disabilities. However, in a survey compiled in 1985 by the Chicago Public School System listing teachers by special education credentials and bilingual skills in a language other than English, *zero teachers* were identified with appropriate credentials in Special Early Childhood Education and bilingual skills in Spanish and English. Assaf-Keller (1992) also reported on the projected number of unserved children with disabilities' ages 5 through 18, of limited English proficient skills whose home language backgrounds belonged to the five major language groups of children attending the Chicago Public School system. The data were extracted by applying the 10% prevalence rate per total number of children identified as of limited English proficient skills and whose home language backgrounds were from the five major language groups. The number of children to be served was reported from the most to the least represented groups: 18,787 Spanish, 765 Polish, 465 Arabic, 364 Cantonese, and 291 Filippino. There is no doubt that strategic planning in the area of personnel is crucial to plan for the projected need of unserved children with disabilities from these major language groups.

To generate a pool of multi-ethnic bilingual specialists to serve the needs of children with disabilities from ESL backgrounds, two institutions of higher education are currently pilot testing projects at the Master's Degree level. These projects are currently being offered at Illinois State University (ISU) and Northeastern Illinois University (NEIU) in collaboration with the United States Office of Special Education and Rehabilitation Services to provide support for tuition and fees. Some similarities in the projects are, that both projects are committed to help the participants graduate with a Master's Degree in Special Education and with courses, to qualify them for credentials through the Illinois State Board of Education, upon completion of the project at ISU. Participants in the ISU project will be qualifiable for the Letter of Approval in Special Early Childhood Education and candidates in the NEIU project will receive the ISBE's credentials in either Learning Disabilities, (LD), Mental Retardation (MR), or Behavior Disorders (BD). The evaluation design of both projects included the Management By Objectives (MBO) to generate qualitative as well as quantitative data during the summative and formative phases of the evaluation process.

Purpose of the Study

1. Report on the performance based assessment of the projects related to retention, academic achievement, and graduation rate of the participants.
2. Recommend useful strategies to enhance the recruitment and retention of the participants in Graduate programs.

Methodology

Subjects:

The subjects were the participants recruited over a 2 year period for the Bilingual Special Education projects at ISU (N=30) and NEIU (N=51). Participants at the ISU project were all Hispanic ethnic minority Graduate students and the candidates at NEIU were of Arab, Urdu, Asian and Polish backgrounds.

Design:

A Quasi-experimental approach was implemented to ascertain data from the students' portfolios, related to retention, academic achievement, and graduation rate.

Results:

Tables 1 and 2 display the performance assessment of the projects related to the participants' academic achievement noting the number of students and the percentage of participants with grades earned as A, B, C and I (Incomplete).

*Tables available from the author.

Discussion

It is essential to note that a telephone interview was conducted by both institutions to ascertain from the candidates the reasons for leaving the project. The response obtained was that the candidates had difficulty with keeping up the home obligations and the academic work.

In general the results suggest that both institutions are investing efforts in the retention of the participants. Below are included the strategies implemented at the ISU project to enhance the retention of the participants.

RECOMMENDED STRATEGIES FOR RECRUITMENT AND RETENTION

Community-Based Recruitment Strategies

Because the project at ISU was designed as an off-campus model, the recruitment activities were implemented following the community-based approach. For instance, advertisement was disseminated by making use of the Spanish media (television and radio), and the contacts at the Chicago Public Schools (CPS). The actual interviews and completion of application for admittance were held in various community-based organizations. NEIU advertised the project through the CPS system and held the completion of application on campus.

Individual Assistance in Meeting Graduate School or Departmental Requirements

Several of the applicants interested in participating in the ISU project had a Grade Point Average (GPA), lower than that required by the Department of Specialized Educational Development at the Undergraduate level. The portfolio assessment was implemented as an additional approach in the gathering of data to predict scholastic performance in the project. When a participant's portfolio yielded positive information (strong letters of recommendation from their principals and other individuals knowledgeable of their level of motivation and performance as teachers), the participant was permitted to matriculate as "Students-at-Large" for the completion of 12 credit hours. These hours were transferred when the candidates applied for admission into the Graduate School. In some cases the students were required to take the Graduate Record Examination. However, the results were only evaluated as an additional piece of information for the decision of admission to the Graduate school.

Retention Strategies

Several factors were built into the design of the project at ISU for the successful retention of the participants. These were:

1. ***Community-based matriculation of courses***
   Registration for classes took place during the first night of the class.

2. ***Special sessions of classes***
   The off-campus and on campus sessions for the participants in the project were special sessions for the participants in the project with an enrollment of 15 the first year, 30 the second year, and 15 the third year.

3. ***Community-based instruction***
   Two sites were available for the implementation of the off-campus classes as a contribution to the project. The CPS system provided space as did EL Valor Corporation (a non-profit organization).

4. ***Weekend schedule for instruction of courses***
   Classes are being held on Friday nights and Saturdays because extended family is more readily available for child care. Participants do not feel guilty for being away from home either for having to leave their children with baby-sitters or not being at home to answer questions on homework and to fulfill other routine duties in preparation for the next school day.

5. ***Community-based mentoring***
   The Project Director is based in Chicago which facilitates the implementation of mentoring strategies such as academic support, academic advisement, and motivational support through informal contact with the participant's spouses.

6. ***Culturally appropriate methodology***
   Because the project is being implemented utilizing the Integrated and the Infusion Approach for the delivery of the content knowledge in the area of Bilingual Special Education, technical assistance is provided to a rotating faculty member teaching the course per semester for support with the infusion of the content. The Project Director tips the instructor on sensitive, appropriate methodological approaches such as cooperative grouping for oral presentation and written projects, tolerance to difference in noise level, and patterns of participation and interaction. Another factor of importance in this area is the consideration of time spent on research in the library. For each course, a packet of instructional materials was developed to minimize the participants' time away from their children.

7. ***Purchasing of textbooks and other instructional materials***
   Another beneficial factor in regards to time was the idea to order the textbook and other instructional materials to have available the first night of each class for the students to purchase from the instructor.

8. ***Stipends for child care***
   Summer stipends for child care ($ 600.00 monthly for two months) were provided as participants had to decline employment in order to complete the field-based experiences.

Conclusions

The ideas generated by these two projects in the area of recruitment and retention should provide a general framework for institutions of higher education to replicate the models to increase the pool of ethnic minority teachers with bilingual skills to serve the needs of the students with disabilities and of linguistically and culturally different backgrounds.

References

Assaf-Keller, M. (1992). Bilingual children with disabilities: Public Act 87-0995.IAMME BULLETIN, 16(1), 12-15.

Assaf-Keller, M. (1992). Illinois passes legislation regarding limited English proficient children with disabilities: Parent dispute over certification inspired landmark legislation. NABE NEWS, 16(1), 1-4.

Minority Recruitment And Retention: Variation On A Theme

Cornell Thomas
Texas Christian University

Historically, American education has been charged, in varying degrees, with preparing its citizenry for positive, productive lives within our democratic framework. Recent studies regarding the attainment of this goal have created an atmosphere of primary concern. Due to this concern, calls for the major restructuring of how we conceptualize the teaching/learning process have reached critical levels. Calls for the restructuring of our educational system most often address the science of teaching, the art of teaching, and the organizational structure which allows this knowledge and skill based phenomenon to successfully function. However, there is still one very critical aspect of the teaching/learning process which must be brought to the forefront if we are to prepare individuals, now representing a diversity of experiences of historic proportions, for academic and social success within our democratic, pluralistic, and capitalistic society. The critical aspect being referenced here relates to beliefs. Our beliefs mold our thought patterns, place priorities on these thoughts, and thus are a major factor in determining the actions we choose to take.

These attitudes and beliefs, often unspoken but no less in operation, have helped to create an environment of extremely low expectations for the achievable levels of success by the majority of students of color. These attitudes and beliefs also play a critical role in the development of teacher-student relationships in the classroom, the students' degree of perceived support within the instructional environment, and social interactions between racial groups. They are major factors in the success or failure of African-American students on campus.

These attitudes and beliefs characterize many predominantly white college and university campus environments. Yet, the college campus, consisting of a captive audience of the brightest young minds among us, should be at the forefront of what we desire, a new mind-set towards positive cross-racial interactions. There exists, on our college and university campuses, an opportunity to better prepare our students for the culturally diverse society within which they will live. It is our task to prepare them for this future as best we can. This task requires a type of leadership different from what is currently most often modeled. We can and must model this new type of leadership for a better future.

> "Leadership is much more an art, a belief, a condition of the heart, than a set of things to do. The visible signs of artful leadership are expressed, ultimately, in its practice (DePree, 1989)."

Leadership is the art of facilitating. It is a means by which members of an organization are provided with the type of environment conducive to both organizational and personal growth. Creating an environment conducive to both organizational and personal growth is an art within itself. It is similar to taking inputs from the environment and conceptualizing how these inputs relate to humanity, society, and the goals of the organization. The quality of leadership then helps to determine how these inputs can travel in the same direction while fulfilling both organizational and personal needs.

Leadership embraces the concept of transformation, a process which characterizes the entirety of the universe around us and is an implicit part of human possibility. A critical mind-set of leadership is the determination to remove any obstacles to transformation. It is believing in the premise that transformation requires knowledge, that knowledge is gained primarily through experiences, and that leadership must ensure an environment in which individuals can discover useful experiences. It is the means by which individuals are empowered towards reaching their, and therefore the organization's, full potential, then redefining that potential for continued growth and success. This leadership must be committed to the growth and success of ALL students. This is the type of leadership that will take this society to greater levels of success.

Creating environments conducive to the spiritual growth, happiness, productivity, and prosperity of all within this society is the vision we must turn into a reality. Envisioning a society where individuals are assessed based on their particular attributes and strengths is the goal. A society where these strengths are emphasized and enhanced by the individual and others thus making each person an important link to society's overall success. A mind-set which realizes that this country is only as strong as its weakest link and sees to it that each link is strong. Envisioning a society where each individual is at peace with him/herself and where there is an indepth understanding of "Self" is critical to bringing to reality the fact that the color of a person's skin does not predict the content of their character. Thus, bringing to reality the great society as described, based on one interpretation, by the founders of this great country. In other words, it is turning negatives into positives, deprivation into prosperity, sadness into happiness, and thus inequality into equality for all. We begin by creating pathways by which individuals experience truth, thus allowing more realistic attitudes and beliefs to form.

"Great spirits have always encountered violent opposition from mediocre minds."

Einstein

Creating environments conducive to the type of growth described here has often been beyond the scope of reality as it pertains to African-American students on predominantly white college and university campuses. To address this concern, programs designed to enhance the academic and social growth of African-American students are in place on many college and university campuses. Programs and initiatives are all very similar for the most part. Emphasis is placed on several key areas in most of these programs and are delineated below:

- Essential elements of a campus diversity plan
  a) a leadership statement
  b) clear goals
  c) timetable for implementing goals
  d) mechanisms for resolving conflict, and
  e) a system for monitoring accountability and evaluation

- Support from the school's Chief Executive Officer
  a) public statements of commitment which are inclusionary to cover all campus mission and policies
  b) allocates resources to support diversity
  c) appropriate staffing
  d) provides and attends diversity training for administrators
  e) evaluates executives based on their diversity performance
  f) supports diversity in the curriculum
  g) supports the linkage of campus minority groups to the community and,
  h) this list goes on.

- Similar support from all other administrators, faculty, and staff

- Tutorial programs for minority students

- Mentoring programs for minority students

- Seminars/lectures designed to enhance cultural, ethnic, and gender perspectives

- And this list goes on.

I propose an approach which deviates somewhat from the norm. Many reasons helped to facilitate this change in approach. Initial thoughts focused on researching a series of questions which included:

1. Have many of the existing programs demonstrated any high degree of success?
2. What effect did the implementation of programs have, initially and later, on campus climate?
3. Can we really expect to significantly change faculty and staff mind-sets through a series of sensitivity, multicultural, or other form of workshops/ seminars?
4. How did otner subgroups overcome many of the same negative stereotypical propaganda people of color still face in this society?
    a) can the same methods work or is color an additional barrier to overcome?
5. How have the 'successful few' overcome many of the barriers faced by people of color today and to what extent?
6. Can we move away from this propagated 'Entitlement' attitude and project a more personal, proactive, moral, and positive approach towards building pathways by which full societal inclusion can be traveled?

Many answers to these and other questions have led to the following premise: Before I discuss and elaborate on the premise, Aesop's Fable entitled, "The Lark And Her Young Ones," provides food for thought.

In this story a mother lark has her nest in a wheat field. It is close to harvesting time so each day as she leaves to find food, the lark tells her young ones to report to her all the news they heard. For two days the young ones begged to be moved as they reported to the mother lark that the farmer was calling on friends, the family members to come help harvest the wheat. On both occasions the mother lark told her young ones not to worry. On the third day, the young ones reported that the farmer had decided to harvest the wheat himself come morning. The mother lark decided it was then time to leave immediately, and did just that. The next day the farmer began harvesting the wheat. The lesson to be learned from this story is: IF YOU WANT A TASK WELL DONE, THEN DO IT YOURSELF. The mother lark knew that once the farmer realized that the wheat harvesting rested squarely on his shoulders, the job would definitely get done.

EMPOWERING STUDENTS TO SUCCESSFULLY BROKER THE SYSTEM BY DEVELOPING WITHIN EACH OF THEM A STRONG SENSE OF SELF AND AN INDEPTH CONCEPTUALIZATION OF THE SOCIETY WITHIN WHICH THEY ARE A PART IS THE PATHWAY FOR GREATER SOCIETAL INCLUSION.

A growing movement at the K-12 level is calling for teachers to become closer students of their own students. The call, led to some degree by the Holmes Group, is for teachers to connect with students by building bridges between, "traditional academic culture, the culture of students, and world culture." The call is for educators willing and able to develop curricula which takes what students already know and think as a point for new learning to build on. As a result, students are more successful when trying to interpret new learning and fusing it with experiences which will develop more conscious and refined meanings. These educators determine the ways in which students learn best and use this information to modify teaching techniques, not content, in order to insure their academic and social success. In a sense, these educators are successful at bonding with and developing an indepth and personal understanding of the children they teach. They are also successful at getting students to begin understanding themselves. The foundations for this type of bridge building are the connections educators make with student's existing life experiences. Making these types of connections help to make the learning important to students. It provides that pathway we seek to successfully connect what teachers want students to know with what they already know.

"He who has a reason why, can bear with almost any how."
Nietzche

Think about it, we all work harder to understand something when we see how that something connects with our reality and is therefore seen as of some import.

However, as I refer back to the fable and questions posed earlier, I believe almost an opposite approach is needed at the post secondary level. At this level nurturing and enhancing the student's intrinsic motivation for success is even more critical. High levels of intrinsic motivation are needed in order for students to develop *personal* ways to interpret new learning and fusing it with experiences which will develop more conscious and refined meanings. Students must be able to determine the ways in which *they* learn best and use this information to *modify* study techniques in order to insure their *own* academic and social success. In other words, students are successful at understanding themselves and are also successful at getting professors to understand and connect with them. Students must understand this concept of ownership and take more control of their own destinies. Ownership occurs when control over the process, in this case the educational process, is weighted on the side of the student. It is the student who must be ***empowered*** to make connections with what they already know to what professors want them to know. Students must begin to understand and act on this critical concept. Student empowerment must become the focal point of any program seriously dedicated to enhancing the academic and social success of students of color on predominately white college and university campuses. Leadership for the enhancement of students of color would do well to explore this concept as they formulate plans toward desired goals.

A Study of the Relationship Between Noncognitive Variables and Performance on the Pre-professional Skills Test

Carol Maurice McClain

The purpose of the study was to examine relationships, if any, between noncognitive variables and performance on a standardized competency test. Standardized tests used to control entry into teacher education programs have contributed to the small number of minorities in these programs. Institutional initiatives addressed at amelioration of the problem have had success with practices involving elements not traditionally considered a part of the academic process; the noncognitive aspects. If these, or other noncognitive factors could be identified systematically, then program design and implementation for increasing the number of minority teachers would realize more effective results.

A questionnaire, the Noncognitive Questionnaire (NCQ), was used to gather information about the noncognitive variables. Reading and math sections of the Pre-Professional Skills Test (PPST) were used as the standardized competency tests in this study. The study also considered additional measures of assessment; Grade Point Average (GPA) and the American College Test for admissions (ACT).

The NCQ asks respondents to answer 18 Likert-style items, 3 open-ended, and 2 multiple choice items reflecting their personal experiences and views. Responses to the items result in a profile for each of eight variables: positive self concept, realistic self appraisal, demonstrated community service, understanding of and ability to deal with racism, successful leadership experience, presence of a strong support person, knowledge acquired in a nontraditional field or a nontraditional way, and a preference for long range goals.

Four major research questions were evaluated from the data. The specific research questions were:

1. What noncognitive variables, if any, appear to be related to black pre-service teachers' performance on the PPST?
2. What is the relationship between the scores on the PPST and a linear combination of the eight variables measured by the NCQ?
3. How does the performance of the black pre-service teachers on the PPST relate to other assessments (GPA, ACT)?
4. What is the relationship between the subgroups (math, reading, major) and each of the noncognitive variables?

Conclusions

Several conclusions may be drawn from the results of this study, though it is important to note that due to a small sample, the conclusions may only apply to this group or other groups with whom it shares a high degree of homgeneity. The reported instances of significance and the presence of trends provide evidence to support the conclusion that for the preservice teachers in this study, noncognitive variables were related to test performance.

Successful leadership experience and demonstrated community service were related to PPST math score. As scores for these two variables increased, so did the math scores. The understands and deals with racism variable was also significantly related to PPST math score. However, as the understanding racism score increased, the math score decreased. This indicates that opportunities to lead and involvement in community were important to improved math score. However, if there was an expressed willingness to deal with racism, the math score could be expected to decrease.

Demonstrated community service, preference for long range goals, positive self-concept, and realistic self-appraisal were related to improved PPST reading scores. This may indicate that positive involvement in the community and feeling hope for one's future were important to improved reading score. The ability to recognize personal strengths, as well as, personal need for growth was important to higher reading score. Liking self was also related to higher reading scores.

Knowledge acquired in a nontraditional field or a nontraditional way took on significance in both the reading and math scores when paired with three other variables: presence of a strong support person, successful leadership experience, and demonstrated community service. Demonstrated community service and realistic self appraisal together are also important to better reading and math scores. This may support evidence that in a supportive community which allowed service and provided opportunities for leadership, the black preservice teacher developed a positive sense of self worth and skills which related to improved scores in reading and math.

GPA was a strong predictor of PPST reading score, but not as strong a predictor of PPST math score. ACT was a strong predictor of PPST reading score, but did not predict at all for PPST math score. When both ACT and GPA were considered, GPA was the better predictor of PPST scores.

Any one variable's degree of effectiveness when compared to all others was inconclusive. However, demonstrated community service and knowledge acquired in a nontraditional field or a nontraditional way were the variables which surfaced in the most significant relationships. For the black preservice teacher in this study, academic performance is highly correlated with noncognitive variables. Such was the case whether the assessment was GPA, ACT, or PPST.

This study showed that a consistent and persistent relationship between test scores and noncognitive variables existed for this group of preservice teachers. The study revealed that a group with an average performance record (when assessed by grade point average) would perform below average on a standardized instrument. The study further demonstrated that for this group, GPA could be the single most predictive assessment procedure. There is additional evidence that persistence in some endeavor outside the academic arena may be an essential ingredient for success of the minority student in the mainstream educational environment.

Implications

This study examined noncognitive relationships of a cognitive performance by a group of black preservice teachers. The findings have implications for teacher education programs, institutions of higher learning, families, and a

Based on the data, noncognitive variables are highly related to math and reading PPST score. ACT and GPA are good predictors of PPST reading score, but poor predictors of PPST math. Effective preparation of black students in teacher education programs should include some assessment of their noncognitive profile. For example, students lacking in successful leadership experience and demonstrated community service are not likely to do well on the math portion of the PPST. Awareness of this possiblility could be helpful to both the student and the program in planning academic and other activities to strengthen the student in those areas.

The second implication is that colleges and universities with clientele similar to the subjects in this study must continue to provide experiences which will strengthen their students academically and socially. As educational procedures exist today, the more different a student is from the mainstream, the more personal resources he or she must possess to successfully negotiate the system. Successful leadership experience and acquisition of nontraditional knowledge add to personal development. Institutional interventions which encourage the minority student to participate in academic and non-academic activities which foster leadership experiences and opportunities to contribute to some viable community were definitely indicated by this study. Mentor and advisor relationships should be encouraged to enhance the students' support network.

A third implication presents itself to the national community, in general, and the minority community, in particular, with regard to increasing the minority teacher candidate pool. Students must be encouraged to consider themselves valued as contributing individuals. Positive self concept and realistic self appraisal are not formulated in a vacuum. Preference for long range goals is only possible if an individual believes there is some hope that there is something of value worth waiting or working for. Communities can provide the earliest interventions and support for encouraging minority persons to develop in the areas addressed by the cadre of noncognitive variables in this study. Such development may be critical to minority success in a mainstream environment.

Need For Further Research

The need for further research into the area of relationships between noncognitive variables and performance on the PPST is indicated by the results of this study. The study should be replicated with a larger study sample. Further study should also be conducted to determine if other instruments which assess the same or some of the same noncognitive variables as the NCQ produce similar results

Further research in the area of minority assessment is critical. The assumption that minority students lack the skills to pass tests is contra-indicated by this study. Average and above -average students should, as a group, perform that way on a standardized instrument which has been marketed as a basic skills test. If those students do not perform as expected, then an investigation should be launched to determine the cause. Developments linking culture studies to cognitive processes are providing encouraging methodology which could be used to further explore the relationships between cognitive measures and noncognitive variables.

References

McClain, Carol Maurice. (1991). A study of the relationship between noncognitive variables and performance on the pre-professional skills test. Unpublished dissertation, Vanderbilt University.

Related Literature

Goodison, M. (1985). Testing the basic competencies of teacher education candidates with the Pre-Professional Skills Test. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL. (ERIC Document Reproduction Service No. ED 269 117)

Heger, H. and Salinger, T. (1985). Responding to teacher candidate testing through program development. Journal of Teacher Education, 36 (6), 58-60.

Linton, M. and Searfoss,L. (1989, March). A minority recruitment program through a proactive PPST support system. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Owen, D. T. (1985). None of the Above: the myth of scholastic aptitude. Boston: Houghton-Mifflin.

Salinger, T. S. (February, 1986). "Responding to the Pre-Professional Skills Test" Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education, Chicago, IL.

Salzman, S. (October, 1989). "The PPST and NTE as predictors of student teacher performance." Paper presented at the annual meeting of the Northern Rocky Mountain Educational Research Association, Jackson, WY.

Shade, B. J. R. (Ed.). (1989). Culture, style and the educative process. Springfield, IL: C.C. Thomas.

Skeel, D.J., Nicholson, A.D., and Crawford, B. (1989). "Increasing the supply of minority teachers: A collaborative program between Peabody/Vanderbilt and Fisk University." In E. Middleton, E. Mason, H. Barnard, and F. Bickel (eds.), Proceedings of third annual Conference for Recruitment and Retention of Minority Students. Lexington: University of Kentucky.

Tracey ,T.J. and Sedlacek, W.E. (1984). Noncognitive variables in predicting academic success by race. Measurement and Evaluation in Guidance, 26, 171-178.

Tracey, T.J. and Sedlacek, W.E. (1985). The relationship of noncognitive variables to academic success: A longitudinal comparison by race. Journal of College Student Personnel, 26, 405-410.

Conference Participants

Joseph Aguerrebere
CSU-Dominguez Hills
1000 E. Victoria Street
Carson, CA 90747

Lee Allen
University of WI, Milwaukee
P.O. Box 413
Milwaukee, WI 53201

Renee Aniton-Morgan
KEA
401 Capitol Avenue
Frankfort, KY 40601

Miryam Assaf-Keller
Illinois State University
Dept. of Special Education
Normal, IL 61761

Glen Avant
Emory University
201 Fishburne Building
Atlanta, GA 30322

Patricia Bain
Transylvania University
300 North Broadway
Lexington, KY 40508

Frank Bickel
University of Kentucky
335 Dickey Hall
Lexington, KY 40506-0001

Evelyn Blanch
Central State University

Traci Bliss
Kentucky Dept. of Education
500 Mero Street
Frankfort, KY 40601

Samuel Bolden
Ohio University
124 McCracken Hall
Athens, OH 45701

Anne Bouie
Oakland, CA

Willie Brennon
Volusia County School Board
O.O. Box 2118
DeLand, FL 32721

Frank Brown
University of NC at Chapel Hill
Manning Hall CB #3355
Chapel Hill, NC 27514

Rita Brusca
Northeastern Illinois University
5500 N. St. Louis
Chicago, IL 60625

Gwen Buffington
KEA
P.O. Box 1364
Danville, KY 40423

Chris Burton
University of WI, Milwaukee
College of Education
Milwaukee, WI 53201

Lauretta Byars
University of Kentucky
563 Patterson Office Tower
Lexington, Kentucky 40506-0027

William Byas
Delta College
3905 Hermansau Road
Saginaw, MI 48603

Andrew Calkins
Recruiting New Teachers
385 Concord Avenue
Belmont, MA 02178

Michael Campbell
Caddo Parish Schools
P.O. Box 32000
Shreveport, LA 71130-2000

Norvella Carter
Illinois State University
445 Pine
Normal, IL 61761

Claire Chen See
Toronto Board of Education
199 College Street
Toronto, Ontario M5T 1P9

Clark Tillie
Charlotte-Mecklenburg Schools
701 E. 2nd Street
Charlotte, NC 28230

Audrey Coger
Fayette County Schools
701 E. Main Street
Lexington, KY 40502

Wanda Lott Collins
Shelby County Schools
P. O. Box 159
Shelbyville, KY 40066-0159

Betty Cox
Darlington County School District
102 Park Stret
Darlington, SC 29532

Cassandra Cyrus
University of Kentucky

Dallas Daniels
Indiana Dept. of Education
State House, Room 229
Indianopolis, IN 46204-2798

Patricia Dardaine-Ragguet
University of Kentucky
21 Dickey Hall
Lexington, KY 40506-0017

Margaret Davis
Fayette County Schools
701 E. Main Street
Lexington, KY 40502

Nancy DeMatra
KEA

Richard Donelan
University of Kentucky
133 Dickey Hall
Lexington, KY 40506-0017

Glenn A. Doston
Ohio University
384 McCracken Hall
Athens, OH 45701

Anne Dowling
Phillip Morris Companies, Inc.
120 Park Avenue
New York, NY

Diane Eidman
Phillip Morris Companies, Inc.
120 Park Avenue
New York, NY

Sonja Feist
University of Kentucky
Rehabilitation Counseling
Lexington, KY 40506-0001

Sheila Fobbs

Michael Freeman
University of Kentucky
715 Patterson Office Tower
Lexington, KY 40506

Evangelina Galvan
Texas Education Agency

Angela Garrett
Kent State University
202 White Hall
Kent, OH 44242

Mary Glatt-Banks
Buffalo Public Schools
725 City Hall
Buffalo, NY 14202

Wanda Greer
KEA

Terita Gusby-McCauley
Crossroads Summer Institute

Ann Hains
University of WI, Milwaukee
College of Education

Dennis Harezlak
Rockford Public Schools
201 S. Madison
Fockford, IL 61104

J. John Harris III
University of Kentucky
Dean's Office,103 Dickey Hall
Lexington, KY 40506-0017

Art Harvey
Eastern Kentucky University
ASCUS, Coates Building, Box 26A
Richmond, KY 40475

Wayne Harvey
University of Kentucky
105 Taylor Education Building
Lexington, KY 40506-0001

Brenda Haynes
Morgan State University
Coldspring Lane & Hillen Road
Baltimore, MD 21239

Charles Haynes
Kent State University
202 White Hall
Kent, OH 44242

Marlene Helms
Fayette County Schools
701 E. Main Street
Lexington, KY 40502

Robert Hemenway
University of Kentucky
Administration Building
Lexington, KY 40506-0032

Kenneth Henson
Eastern Kentucky University
Education
Richmond, KY 40475

Samuel Hinton
Eastern Kentucky University
Education
Richmond, KY 40475

Flora Hopkins
Darlington County School District
102 Park Street
Darlington, SC 29532

Mildred Hudson
DeWitt Wallace Reader's Digest
261 Madison Avenue
New York, NY

Kevin Hughes
Western Kentucky University
Tate Page Hall
Bowling Green, KY 42101

Bill Husk
University of Louisville
Rm. 365, School of Education
Louisville, KY 40292

David Imig
AACTE 1 Dupont Circle, Suite 610
Washington, DC 20001

Felicia James
Texas A & M
108X Harrington Tower
College Station, TX 77843

Judith James
Ohio Board of Regents
30 East Broad Street
Columbus, HO 43266-0147

Brenda K. Jones
Pitt County Schools
1717 West Fifth Sreet
Greenville, NC 27834

Deneese Jones
University of Kentucky
College of Education
313 Dickey Hall
Lexington, KY 40506-0017

Janice Jones
Evanson Township H.S. District
1600 Dodge Avenue
Evanston, IL 60204

Jennifer Jones
Toronto Board of Education
199 College Street
Toronto, Ontario M5T 1P9

Toni Griego Jones
University of WI,Milwaukee
P.O. Box 413
Milwaukee, WI 53201

Janie Knight
Memphis State University
5181 Wax Wing Lane
Memphis, TN 38134

Larry Kutz
Trinity High School
4011 Shelbyville Road
Louisville, KY

Millie Lambert
Kalamazoo Public Schools
1220 Howard Street
Kalamazoo, MI 49008

Michele Lampley
Kent State University
202 White Hall
Kent, OH 44242

Rebecca Lanier
University of Kentucky
College of Education
Lexington, KY 40506

Patricia J. Larke
Texas A & M University
CDCI, College of Education
College Station, TX 77845-4232

Bob Longworth
Toronto Board of Education
199 College Street
Toronto, Ontario M5T 1P9

Craig Lowry
Toronto Board of Education
199 College Street
Toronto, Ontario M5T 1P9

Marissa Manning
Illinois State University
Watterson Resident Hall
Normal, IL 61761

Hugh Martin
University of Central Florida
154 Education
Orlando, FL 32816

Emanuel Mason
University of Kentucky
245 Dickey Hall
Lexington, KY 40506-0017

Rudy Mattai
SUNY

George Maxey
Kent State University
202 White Hall
Kent, OH 44242

Judy McGowan
Kalamazoo Public Schools
1220 Howard Street
Kalamazoo, MI 49008

Ferguson Meadows
Kent StateUniversity
202 White Hall
Kent, OH 44242

Ernest J. "Pete" Middleton

Margaret Miller
University of Central Florida
351 Education
Orlando, FL 32816

Jerry Molinoski
Texas Regional Service Center

Kevin Moore
University of Kentucky

Marnel Moorman
Kentucky Education Association
401 Capital Avenue
Frankfort, KY 40601

Patricia Morris
Morgan State University
Coldspring Lane & Hillen Road
Baltimore, MD 21239

Gloria J. Murray
University of Louisville
School of Education
Louisville, KY 40208

Linda Murray
Unified School District #500
625 Minnesota Avenue
Kansas City, KS 66101

Elizabeth Nelli
University of Kentucky
166 Taylor Education Building
Lexington, KY 40506-0001

Christine Nowacki
University of IL at Chicago
Box 4348 - M/C 147
Chicago, IL 60680

Emman Nwagwu
Texas Southern University
3100 Cleburne Street
Houston, TX 77004

Herbert Owens
Bryan Station High School
1866 Edgeworth Drive
Lexington, KY 40505

Eustolia Perez
Texas Regional Service Center

Juanita Peterson
University of Kentucky
A301 University Medical Plaza
Lexington, KY 40506-0223

Lori Peterson
University of Kentucky
859 Glendover
Lexington, KY 40502

Roy Peterson
KY Council on Higher Education
1050 U.S. 127 South
Frankfort, KY 40601

Cheryl Pruitt
Rockford Public Schools
201 S. Madison
Rockford, IL 61104

Jewelene Richards
University of Louisville
Room 363, School of Education
Louisville, KY 40292

Cleo Richardson
S.C. Center for Teacher Recruitment
Winthrop University State
Rock Hill, SC 29733

Michele Ridenour
Kent State University
202 White Hall
Kent, OH 44242

Iris Salters
Kalamazoo Public Schools
1220 Howard
Kalamazoo, MI 49008

Rosetta Sandidge
University of Kentucky
103 Dickey Hall
Lexington, KY 40506-0001

Janine Sanford
Illinois State University
Fell Hall 327
Normal, IL 61761

Pat Scott
University of Kentucky
103 Dickey Hall
Lexington, KY 40506-0017

Yasin Sekue
Kent State University
202 White Hall
Kent, OH 44242

Ella Simmons
University of Louisville
Room 253 School of Education
Louisville, KY 40208

Anona Smith
North Carolina State University
Dean's Office, Box 7801
Raleigh, NC 27695

Shanna Smith
University of Kentucky
103 Dickey Hall
Lexington, KY 40506-0001

Carol Spotts
Transylvania University
300 North Broadway
Lexington, KY 40508

Jackie Stanley
SC Center for Teacher Recruitment
Canterbury House
Rock Hill, SC 29733

William Stilwell
University of Kentucky
241 Dickey Hall
Lexington, KY 40506-0017

Rita Stringfellow
S.C. Center for Teacher Recruitment
Winthrop University State
Rock Hill, SC 29733

Jane Sullivan
Recruiting New Teachers
385 Concord Avenue
Belmont, MA 02178

Lou Swift
University of Kentucky
405 Patterson Office Tower
Lexington, KY

Cornell Thomas
Texas Christian University
P. O. Box 32925
Fort Worth, TX 76129

Leon Thompson
Toronto Board of Education
199 College Street
Toronto, Ontario M5T 1P9

William Turner
University of Kentucky
Family Studies
317 Funkhouser Building
Lexington, KY

Teresa Unseld
University of Kentucky
301A Fine Arts
Lexington, KY 40506-0022

Frank Ward
Trinity High School
4011 Shelbyville Road
Louisville, KY

Paul Warner
University of Kentucky
312 Garrigus Building
Lexington, KY 40506

Sabrina Washington
Texas A & M
Harrington Tower 108X
College Station, TX 77843

Karen Webb
University of Kentucky

Gwendolyn Webb-Johnson
Illinois State University
Wright Hall
Normal, IL 61761

Bennie Webster
Dillard University
2601 Gentilly Blvd.
New Orleans, LA 70122

Karen Weddle
Memphis State University
353 South Berkshire CV
Cordova, TN 38018

Kim Wilcox
University of Missouri-Kansas City
SASS 206, 5100 Rockhill
Kansas City, MO 64110

Joyce Wilder
Western Kentucky University
Tate-Page Hall 217
Bowling Green, KY

Gloria Williams
CT State Dept. of Education
P.O. Box 2219
Hartford, CT 06145

Duvon Winborne
University of Kentucky
250 Taylor Education Building
Lexington, KY 40506-0001

Robert Woodford
Kalamazoo Public Schools
1220 Howard Street
Kalamazoo, MI 49008

Theodoshia Woolfolk-Millette
CSU - Dominguez Hills
Carson, CA

Clara Young
Illinois State University
233 DeGarmo Hall
Normal, IL 61761

Alan Zollman
Lexington, KY